DOCUMENT RESUME

ED 260 748 JC 850 460

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TITLE	Implementation of the California Community Colleges Occupational Education Program Evaluation System. Summary of Activities Performed to Provide Support Services.
INSTITUTION	Educational Evaluation and Research, Inc., Menlo Park, Calif.
SPONS AGENCY	California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE	Jun 85
CONTRACT	3-4-154-09
NOTE	165p.; Parts of the document are printed on colored paper.
PUB TYPE	Reports - Research/Technical (143) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Community Colleges; *Evaluation Methods; Program Development; *Program Evaluation; State Programs; Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS	*California

ABSTRACT

As part of an effort to make the system for the evaluation of California community colleges' occupational education programs more relevant and efficient, a project was undertaken to provide the coordination and support services necessary to accomplish this revision. The primary objective of the project was to involve college practitioners, research and evaluation specialists, and business/industry representatives in redesigning and field testing the Occupational Education Evaluation System. More specific objectives were to facilitate: (1) development of the instruments and procedures required for the revised evaluation system; (2) assessment of the reliability and validity of the instruments used; (3) development of an evaluation system insuring the involvement of local program advisory committees and the maximum coordination with the colleges' accreditation process; (4) implementation of data collection, processing, and analysis procedures; and (6) assessment of the performance of the redesigned evaluation system. The accomplishment of these objectives involved providing support for the Advisory Committee for Evaluation and Research, conducting a formative assessment of the redesigned system, assisting in designing and implementing data processing procedures, and assisting in the development of statewide reports of the evaluation. Discussion on project accomplishments and recommendations are included. Among the appendices are sample evaluation forms, evaluation results, data tables, and guidelines for statewide occupational education advisory committees. (Author/EJV)

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IMPLEMENTATION OF THE COMMUNITY COLLEGE OCCUPATIONAL EDUCATION PROGRAM EVALUATION SYSTEM

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SUMMARY OF ACTIVITIES PERFORMED TO PROVIDE SUPPORT SERVICES RELATED TO THE IMPLEMENTATION OF THE CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION PROGRAM EVALUATION SYSTEM

Calvin E. Wright and Yungho Kim

Prepared for the
Vocational Education Division
Chancellor's Office
California Community Colleges

June 1985

This report is made pursuant to contract number 3-4-154-09. This project was supported by Vocational Education Act funds (Subpart 3), P.L. 94-482, administered by the Chancellor's Office, California Community Colleges. The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education, and no official endorsement by the U.S. Department of Education should be inferred.

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INTRODUCTION

Background

The evaluation of California Community Colleges occupational education programs is required by the 1976 Vocational Education Act (p.L. 94-482) and by the California State Plan for Vocational Education. To meet these evaluation requirements, the staff at the Community Colleges Chancellor's Office designed and implemented in 1978 a statewide occupational education program evaluation and reporting system, called the SAM/COPES Evaluation System.

In implementing the SAM/COPES Evaluation System, the 106 community colleges were divided into four representative groups and all occupational programs were divided into four clusters of programs. For a given year, colleges in a particular group implement the evaluation system for only one cluster of programs. Thus, by the 1982-83 school year, which was the last year of a four-year evaluation cycle, all the community colleges completed the evaluation of all of their occupational programs.

Before starting a new evaluation cycle in 1983, the Chancellor's Office staff decided that a revision of the statewide evaluation system was needed to make it more relevant and efficient. The task of revising the system was given to a 16-member Chancellor's Office Occupational Education Advisory Committee for Evaluation and Research. Also, a contract was awarded to Educational Evaluation and Research, Inc., (EERI) to provide support services to this committee and the Chancellor's staff in order to facilitate the revision process. The new, revised evaluation system is called the Occupational Education Program Evaluation System.

Project Objectives

The purpose of this project was to provide the coordination and support services necessary to accomplish the revision of the statewide evaluation system for occupational education programs in the California Community Colleges. The primary objective of the project was to involve college practitioners, research and evaluation specialists, and representatives from business, industry and government in the redesign and field testing of the Occupational Education Evaluation System. More specific objectives were to facilitate:

1. The development of the instruments and procedures required for the revised evaluation system.
2. The assessment of the reliability and validity of the instruments used.

3. The development of an evaluation system that insures the involvement of local program advisory committees in the evaluation of college vocational education programs.
4. The development of an evaluation system that insures the maximum coordination with the college's accreditation process.
5. The development and initial implementation of the data collection, processing, and analysis procedures to be used at the state level.
6. The assessment of the performance of the redesigned evaluation system in terms of its expectations.

The project objectives given above reflect major concerns that were to be addressed in the redesign of the statewide evaluation system. They were: (a) securing a reasonable reliability and validity of the instruments and procedures; (b) meaningful participation of local program advisory committees in program evaluation; (c) implementing the system without imposing undue work loads on local colleges; and (d) developing effective ways for collecting evaluation data and summarizing them at the state level.

To accomplish the project objectives, the following major activities were carried out: provide support for the Advisory Committee for Evaluation and Research; conduct a formative assessment of the redesigned system; assist in the design and implementation of procedures to process data; and assist in developing statewide reports of the evaluation. The next section describes the accomplishments of this project, followed by recommendations for further improvement of the statewide evaluation system.

ACCOMPLISHMENTS

Eight tasks were completed for the project. They were: (a) project planning and management; (b) provide support for the Advisory Committee for Evaluation and Research; (c) develop and implement a plan for formative assessment of the system; (d) provide specialists for assessing the evaluation instruments and procedures; (e) assist in the design and implementation of procedures to process data; (f) assist in developing statewide reports of the evaluation; (g) assist in implementing the system for 1984-85; and (h) prepare a final report. Each of these tasks is discussed below.

Task 1: Project Planning and Management

This task provided for the necessary planning and management activities required for every project. The contract was approved on April 27, 1984, and on May 1 a meeting was held in Sacramento with the project monitor to discuss the project activities and the schedule. Close consultation was maintained with the project monitor, and all plans, activities, and timelines were approved by him. Seven planning and coordination meetings were held with the project monitor during 1984. Similar meetings were held twice during 1985. There was frequent telephone contact. Monthly progress reports were also submitted.

Task 2: Provide Support for the Advisory Committee for Evaluation and Research

Support was provided for the Chancellor's Office Occupational Education Advisory Committee for Evaluation and Research. The committee is composed of 16 members from community colleges. During the period of this project, committee meetings were held in Sacramento on June 8 and October 31, 1984. Assistance was provided the project monitor in planning appropriate agendas, and handouts and other materials needed for the meetings were prepared. Minutes of the two meetings were kept and sent to the project monitor. Project funds were also used to reimburse committee members for travel expenses. During the June meeting EERI staff presented a summary of comments received from the colleges about the three evaluation instruments being developed by the committee: the Occupational Education Administrator Evaluation Form, the Occupational Education Instructor Evaluation Form, and the Occupational Education Program Advisory Committee Evaluation Form. After review of previous COPES materials and discussions with the project monitor, EERI staff prepared an agenda item for discussion at the October meeting entitled "Proposed Major Events, Schedule, and Questions for Consideration."

Task 3: Develop and Implement a Plan for Formative Assessment of the System

As mentioned before, Chancellor's Office staff and the Advisory Committee for Evaluation and Research revised the statewide evaluation system to minimize the reporting burden on individual colleges while making the system as relevant and efficient as possible. One of EERI's tasks during this revision process was to conduct a formative assessment and report the findings to the project monitor and the committee. The specific needs of the project monitor and the advisory committee were first determined through discussion with the project monitor. Then, in August 1984 a plan for the formative assessment of the Occupational Education Program Evaluation System was prepared and sent to the project monitor and the advisory committee. The plan was then implemented, and periodic oral reports were made to the project monitor. The objectives of the formative assessment, issues addressed, and the findings are reported below.

Objectives of the formative assessment. In the process of reviewing and revising the statewide evaluation system, Chancellor's Office staff determined that several major concerns should be addressed. They were: (a) securing a reasonable reliability and validity of the instruments and procedures used in the revised system; (b) meaningful participation of local program advisory committees in program evaluation; (c) implementing the system without imposing undue work loads on local colleges; and (d) developing effective ways for collecting evaluation data and summarizing them at the state level.

Naturally, the EERI formative assessment focused on the four areas of concern noted above. Therefore, the primary purpose of the formative assessment was to determine whether these four areas of concern are adequately addressed in the development and implementation of the new evaluation system. More specifically, EERI staff collected and analyzed information to address the following issues:

1. The extent to which college personnel and research and evaluation specialists were involved in the development of the system.
2. The extent of consultation with representatives from business, industry, and government in the development of the system.
3. The extent of involvement in program evaluation by college personnel (administrators and instructors).
4. The extent of involvement in program evaluation by local advisory committee members.
5. The extent to which coordination with the college's accreditation process is addressed.

6. The extent to which the system has been implemented without imposing undue work loads on local colleges.
7. The reliability and validity of the evaluation data collected.
8. The effectiveness of the procedures for summarizing evaluation data at the state level.
9. The extent to which the system provides data to satisfy state and federal evaluation requirements.

EERI activities for the formative assessment included: (a) keeping track of the process followed and problems encountered by the Advisory Committee for Evaluation and Research during the development of the system; (b) interviews with Chancellor's Office staff, a sample of members of the advisory committee, and a sample of local advisory committee members and college staff who supplied data; (c) a review of the adequacy of data submitted by the colleges and the extent of editing needed to prepare data for processing; and (d) review of project documents and records. The findings are presented below, followed by conclusions based on the formative assessment.

Extent to which college personnel and research and evaluation specialists were involved in the development of the system. Since 1970 statewide evaluation processes and procedures were continuously and systematically reviewed by advisory committees to the Chancellor's Office. In 1983 the Chancellor's Office undertook a revision of the COPES evaluation system that had been in use previously in order to develop a system that was more relevant and efficient. The Chancellor's Office Occupational Education Advisory Committee for Evaluation and Research was formed to help overhaul the system. Composed of community college administrators, the committee met in September 1983, June 1984, and October 1984. Portions of previously developed COPES instruments were used as a basis for the development of the new Administrator Evaluation Form and Instructor Evaluation Form. The Program Advisory Committee Evaluation Form was newly developed on the basis of earlier COPES instruments and procedures. It is well known that a large number of college personnel and research and evaluation specialists were involved in the development and refinement of COPES.

The development of the new system (called the Occupational Education Program Evaluation System) involved the Advisory Committee for Evaluation and Research in addition to specialists in the Chancellor's Office. Evaluation and research specialists from EERI were involved through this project, and similar specialists

were consulted by the project monitor as needed. The Chancellor's Office and the advisory committee sought comments and advice widely from college personnel, and incorporated suggestions into the system or instruments. Input was also solicited from college groups, including the California Community Colleges Occupational Education Coalition and the Committee on Research of the California Association of Community Colleges. As part of another project, several workshops were held around the state regarding the instruments and the procedures.

Extent of consultation with representatives from business, industry, and government in the development of the system. There was little consultation with representatives from business, industry, and government in the development of the evaluation system. Chancellor's office staff reported that it is hard to find business and industry people to represent more than a segment of industry. Representatives of business, industry, and government are on local college advisory committees that are completing the Program Advisory Committee Evaluation Form. In addition, the Chancellor has appointed individuals representing community colleges, business, industry, and government to 13 Statewide Occupational Education Committees. The three major purposes for each of the committees are to: (a) provide advice to the Chancellor's Office on the programs or services assigned to the committee; (b) review program evaluations and recommend to the Chancellor's Office a course of action on the programs or services assigned to the committee; and (c) develop periodic written reports to the Chancellor's Office encompassing recommendations for implementing policy and establishing priorities for the improvement of instructional programs and services. The committees will also review evaluation processes and procedures. To date, it has not been possible to capitalize upon the 13 committees, which were formed in the last quarter of 1984. As members of the committees, representatives of business, industry, and government should have impact on the system later in terms of how they respond to it and suggestions they may have for improvement.

Extent of involvement in program evaluation by college personnel. The issue being addressed here is the involvement of college personnel during the implementation of the evaluation system rather than during its development. Colleges were asked to complete the evaluation of programs according to a four-year schedule. Data for 1983-84 were to have been completed by January 30, 1985. Data for 1984-85 were to be completed by June 30, 1985. As of June 30, 1985 58 of the 106 community colleges had submitted evaluation materials for 1983-84,

while 14 had submitted materials for 1984-85. For the 1983-84 year evaluation, 247 usable Administrator Forms and 449 usable Instructor Forms were returned from 58 colleges. Records show that, on the average, two administrators and 14 instructors per college were directly involved in filling out the evaluation forms.

When asked how they were involved in the evaluation, all of the college administrators of occupational education who were interviewed said that they were in charge of the evaluation and distributed and collected the various forms. The usual procedure followed was to work through department chairs or deans, who filled out a form themselves and distributed forms to instructors and advisory committees. On some campuses, however, administrators of occupational education distributed materials directly to instructors or advisory committees. Some met with the advisory committees. In most cases, but not all, the administrators of occupational education discussed the evaluation with other college personnel, usually through meetings.

Most of the administrators of occupational education reported that the evaluation data were used for local purposes. Often they were used for program review, but in other cases they were discussed with college personnel and advisory committee members. A couple of administrators reported that they did not use the data for local purposes. The reasons given for not using the data were: they already know what administrators and instructors think; the administrator form is not useful in-house at the 2-digit (discipline) level; and the advisory committee form is not specific enough. It may be noted that all administrators of occupational education had an opportunity to comment on the system during its development.

Extent of involvement in program evaluation by local advisory committee members. For the 1983-84 evaluation, usable Advisory Committee Evaluation Forms were returned for 254 programs from 58 colleges. Since this form was either filled out jointly by several advisory committee members or responses from individual members who filled out the form were tallied later on one form, the number of committee members involved must far exceed the 254 usable forms received. However, the total number is unknown because a requested list of committee members who participated in the evaluation was missing for most of the returned forms.

Local advisory committee members were involved in the evaluation process

in a number of different ways. Most of the administrators of occupational education who were interviewed reported that advisory committee form information was collected at meetings. Sometimes the form was sent to individual members before the meeting. At other campuses where there was a timing problem with meetings, the form was mailed to committee members to complete and return. Sometimes subcommittees of the full committees were used. Only a couple of the administrators of occupational education who were interviewed noted that advisory committee members went over information supplied to them, though others may have just failed to mention it. At least one advisory committee used subcommittees to interview students, observe classes, and talk to instructors before the evaluation form was completed.

Extent to which coordination with the college's accreditation process is addressed. The Occupational Education Statewide Evaluation System, which includes Program Administrative Review and Vocational Education Data System components in addition to the Occupational Education Program Evaluation System, provides for the use of data from these components in the college accreditation self-study process. Early plans also provided for the 13 statewide committees to be available to assist college accreditation teams in the interpretation of occupational education data, which colleges would incorporate into the accreditation self-studies. To date, however, there has been little coordination. Chancellor's Office staff reported that the main problem is that the linkage between accreditation self-study and occupational education evaluation data has not been fully accomplished. Accreditation teams may not know of the occupational education data. Chancellor's Office staff met with staff of the Accrediting Commission for Community and Junior Colleges. There was agreement that the occupational education data are useful, but procedures for using them have not been established. It is the view of Chancellor's Office staff that the Commission should take action to link the two together.

Extent to which the system has been implemented without imposing undue work load on local colleges. The administrators of occupational education who were interviewed were asked their opinion about the work load involved for the evaluation on their campuses. Most said that it was a high work load or heavy burden but not undue. A couple noted that work load is not a problem with other administrators (e.g., division deans, department chairs) or instructors. Most of the administrators (other than administrators of occupational education) who were interviewed reported that it took 15 to 20 minutes to fill out a form. For a

few it took 30 to 45 minutes. An instructor noted that it took about 30 minutes to complete the form, and that the comments took longest. Only one administrator of occupational education reported that the system imposes an undue work load. That work load was related to collecting information to give to advisory committees and collecting information from the committees. That administrator, however, may have gone to considerably more effort than those at other colleges. One administrator reported that advisory committee members became involved and spent hours on the evaluation. Another noted that tailying data to sent to the Chancellor's Office, one of the options, was a pain. During discussions with the administrators of occupational education it became apparent that, in some cases, the college work load was greater than it might have been either because instructions were not followed or the college elected to do something not required.

The project monitor reported that he had received no formal complaints about undue work load except for one that had to do with the requirement that evaluation forms be submitted to the Chancellor's Office. He also noted that work load is always a problem, and that evaluation usually does not have a high priority since money is not assigned to do it. He also pointed out that a college is asked to evaluate a program only once every four years. The work load for the new evaluation system is probably less than that for the earlier COPES system since the process is simpler and more mechanical.

The reliability and validity of the evaluation data collected. It is well known that reliability and validity are hard to assess with the type of instruments used in the new evaluation system. They may be considered from the point of view of the instruments themselves, and from the point of view of the reliability and validity of the data collected using the instruments.

The validity of the instruments is based upon expert opinion. The Chancellor's Office staff did everything they could do in a practical sense. Committees and other community college personnel reviewed the instruments and gave expert opinion, and EERI staff also contributed. Experts were consulted two or three times. In the initial plan, statewide evaluation committees were to conduct activities necessary to verify the validity of the data collected from the colleges, but so far this has not occurred.

The items in the Administrator and Instructor Evaluation Forms are recently edited items from earlier COPES forms that were used for a number of years. Considerable effort was devoted to the study of the validity and reliability

of COPES. A 1974 COPES status report noted that a special study was conducted in 1973-74 to test the reliability of the evaluation system's instrumentation and methodology at five cooperating colleges. Two independent visiting teams were used. Consensus ratings made separately by the two teams were compared and found to be quite close. The results were considered quite reassuring about the reliability of COPES.

The 1982 COPES Status Report (McGillicuddy et al., 1983) noted that COPES self-studies were validated more recently and were generally found to be accurate. COPES staff wondered about accuracy in a system that asks faculty about their own programs since it is human to want to make yourself look good. To find out about this bias, COPES staff talked to COPES coordinators, administrators of occupational education, and research coordinators. A representative sample of eight colleges was also visited to make sure the self-study data were accurate. It was found that the self-study information was generally accurate. It can also be argued that if one wants to know about a program, one should go to the most knowledgeable source, which is the instructor. Perceptions are the facts that one has to deal with to improve a program.

In order to check whether the items in the administrator and instructor forms are appropriate for the target groups, the percentages of respondents who answered "Don't know" on the returned 1983-84 evaluation forms were examined. The percentages were generally very low, ranging from 0.0% to 3.5% for items in the administrator form and from 0.7% to 15.7% for items in the instructor form. Also, the item comments indicated that the respondents had sufficient knowledge and information to answer most of the items.

The interviews with college personnel and local advisory committee members covered a couple of questions that have to do with reliability and validity. Administrators other than administrators of occupational education were asked if they had any problems in completing the form. Almost all said no, not on the one that he or she did. A couple administrators of occupational education reported problems in getting the forms back and one was concerned with whether the instruments are viable for field use. Another noted some concern regarding the definitions of "discipline" and "program."

Considering the Administrator Evaluation Form, comments made by one or two administrators (including administrators of occupational education) included: there is some concern about the format of the form; some questions are ambiguous or don't fit the local situation; the form is too general, has a vague philosophy,

and is hard to tie to; there were no problems using the form; the information should be collected at the 5-digit (program) level rather than at the 2-digit (discipline) level; and the form does not do a reasonable evaluation, that is, it is subjective so there is no consistency of response, and there is no effective means to implement change with it.

For the Instructor Evaluation Form, comments made by one or two administrators included: faculty had no problems except for part-time faculty who would not have enough information; what was received from faculty was personal opinions about how something affected them; a couple questions were vague; there were no problems using the form; the form does not do a reasonable evaluation; faculty sometimes fill out the form in terms of emotional concerns; it is hard to relate a specific program to the questions, which are too general; and instructors are not willing to put down negative things.

Comments made by several of the administrators about the Program Advisory Committee Evaluation Form were that some of the questions are not appropriate and assume that the committee is involved in day-to-day operations or has expertise that it does not have. For example, apparently budget is not discussed with advisory committees at some colleges. Other comments about the form mentioned by one or two administrators included: the committee thought the form was too lengthy; members were asked a number of things that they did not know about, such as placements; accuracy is a problem since it is a chore to seek out the information needed by the committee to complete the form; sometimes the committee answers without a firm basis; a better job needs to be done of making people aware of how to fill out the form (e.g., the process to use with advisory committees); there were problems collecting the form; committee members were concerned that their responses might hurt the program; there was a problem validating that committee members went through the process; the form is more objective, accurate and effective than the other two; and the form is the weakest of the three, a bad questionnaire.

A small number of local advisory members were interviewed about whether they had any problems in completing the form. A couple said they had no problems, it was fairly easy, and the questions were straightforward. A couple also noted no problems in interpreting the questions. Other responses given once each were: for a couple items it was best if the instructor filled them out; had some problem since the questions were not specifically directed to the program; some questions were difficult to specifically apply to the program; some information

was needed that was not available (e.g., student follow-up information); and available follow-up data contained some students not truly subject area students.

Effectiveness of the procedures for summarizing evaluation data at the state level. This issue included the effectiveness of procedures for collecting data from the colleges. Colleges were to send copies of completed evaluation forms or tallied data to the Chancellor's Office. For the 1983-84 year evaluation, there was confusion over if and when the local data were to be sent to the Chancellor's Office. Apparently many colleges thought they were not required to submit the evaluation data. This confusion could be avoided by making the instructions on the evaluation forms clearer.

In summarizing the evaluation data at the state level, the work load significantly increased because many colleges did not follow the instructions for completing the evaluation forms. For instance, in many cases the administrator forms were filled out by 5-digit program rather than by 2-digit discipline, and the advisory committee forms were filled out by individual members and multiple forms were sent to the Chancellor's Office.

Most of the individuals who were interviewed were asked their thoughts about the effectiveness of the procedures used for collecting evaluation data from the colleges. A member of the Advisory Committee for Evaluation and Research noted that the process takes a lot longer if the materials have to be routed through a district office. In addition, in many cases the chief executive officer of the college should be involved, or should be kept informed by being sent copies of appropriate memos. A couple of the administrators (other than administrators of occupational education) thought that the procedures were cumbersome. A couple others said that they were adequate to good. However, about half of them could think of no way to improve the procedures. Other comments each made by one of these administrators were that they should be given a semester to do it, there were some problems getting forms back, and the Advisory Committee Form should be filled out at committee meetings.

Most of the administrators of occupational education who were interviewed reported that they had no real problems with the procedures. Other individual comments included: the process is probably OK after it gets going, timing in terms of advisory committee meetings was a problem, the procedures could be more cost effective, don't know how else it could be done, and the procedures are not effective since the forms are too general.

Extent to which the system provides data to satisfy state and federal evaluation requirements. The Chancellor's Office Evaluation and Research Specialist and several members of the Advisory Committee for Evaluation and Research reported that the Occupational Education Evaluation System provides data to satisfy state and federal evaluation requirements. The system was, however, developed around the 1976 Vocational Education Act and will probably need to be reviewed once final regulations have been issued for the new Carl D. Perkins Vocational Education Act (P.L. 98-524). Evaluation requirements were inherent in the development of COPES. The quality standards used in the Administrator and Instructor Evaluation Forms were also compared with regulations. In addition, at a meeting in September 1983 the Advisory Committee for Evaluation and Research discussed the potential capability of the system to respond to federal evaluation requirements. In the past findings and conclusions from the evaluation process were incorporated into the annual California Vocational Education Accountability Reports submitted to the federal government.

Other comments about the evaluation system. The persons who were interviewed as part of the formative assessment were each asked a final question about whether they had any other comments. One theme emerged from comments made by college administrators other than administrators of occupational education. This theme was about the use of the data. Related comments were: is not clear how the information is to be used, would like to know how it will be used, need to stress to instructors how the data to be used, not sure anything would happen as a result of filling out the form, and the explanation on the form about how the data will be used is not adequate. Most of the other comments made by these administrators were positive and supportive of the system. One was negative, saying it's a waste of time since the forms are too general. Comments made by administrators of occupational education not on the Advisory Committee for Evaluation and Research were: the process should be streamlined if possible and still meet requirements, the system and evaluation are important, and it is not clear how the statewide committees are using the data.

Two main themes emerged from comments made by members of the Advisory Committee for Evaluation and Research. One had to do with how the information can be presented and how it will be used. The other had to do with the 13 statewide committees. Comments related to this theme were: it is not clear why the committees should look at statewide policies identified by the Board of Governors, it is not clear how the statewide committees would utilize materials,

direction is lacking for the statewide committees, the statewide committees need more guidance, and someone has to coordinate the 13 statewide committees.

Comments made by local advisory committee members were generally positive: it's a good process, extremely useful task for them to do, gave them a chance to point out problems to the administration, etc. A concern that was expressed was whether anything would come of their recommendations.

Conclusions based on the formative assessment. The following conclusions appear warranted based upon the formative assessment conducted to date.

1. Many college personnel and research and evaluation specialists were involved in the development of the system.

2. There was little consultation with representatives from business, industry, and government in the development of the system. However, through their involvement in both completing the Program Advisory Committee Evaluation Form and serving as members of the statewide committees, they should have impact later in terms of how they respond to the system and suggestions they make for improvement.

3. Many college personnel were involved in program evaluation to a very large extent. They included administrators and instructors.

4. The extent of involvement in program evaluation by local advisory committee members varied from college to college. Generally, there was considerable involvement.

5. Coordination of the statewide evaluation activities with the college's accreditation process has been addressed to some extent, but there has been little actual coordination as yet.

6. The system has been implemented without imposing undue work loads on local colleges. Only one administrator of occupational education reported that the system imposes an undue work load. That work load was related to collecting information to give to local advisory committees and obtaining information from the committees. In some cases college work load was greater than it might have been either because instructions were not followed or the college staff elected to do something not required. The work load for the new system is probably less than that for the earlier COPES since the process is simpler and more mechanical.

7. Reliability and validity are hard to assess with the types of instruments used in the new system. Chancellor's Office staff did everything they reasonably could do to assure adequate reliability and validity. Items on the Administrator and Instructor Evaluation Forms are based upon earlier COPES instruments.

Studies of the reliability and validity of COPES were quite reassuring. The reliability and validity of the evaluation data collected are probably acceptable considering the type of instruments and the nature of the data collected. However, a number of improvements in the forms and procedures could be made to improve reliability and validity.

8. Procedures used for collecting data at the colleges appear to be relatively effective although ways to improve them could probably be found, especially procedures used to collect data from local advisory committees. Procedures used for collecting data at the state level are probably as effective as possible considering the variations in how data are reported by individual colleges. However, these procedures could be made more effective by modifications to the instruments and instructions. For example, the instructions on the evaluation forms can be more clearly stated, key-entry positions can be added to the forms, and colleges can be asked to submit individual forms instead of tallied data.

9. It appears that the evaluation system provides data to satisfy state and federal evaluation requirements. However, the system will probably need to be reviewed after final regulations are issued for the Carl D. Perkins Vocational Education Act.

Two other conclusions seem warranted on the basis of other comments received during the formative assessment. First, there is considerable concern about how the data will be used. This concern may diminish in time after the 13 statewide committees review evaluation data produced by the system. Second, the 13 statewide committees need coordination and should be provided additional guidance.

Task 4: Provide Specialists for Assessing the Evaluation Instruments and Procedures

The fourth task completed by EERI for the project was to provide specialists for assessing the evaluation instruments and procedures. EERI staff assisted the Chancellor's Office and the Advisory Committee for Evaluation and Research in developing instructions and instruments for the 1983-84 and 1984-85 evaluations.

In May 1984 numerous comments on the evaluation forms received from the college personnel and college groups were summarized. In addition, EERI staff reviewed the instruments and made suggestions for improvement. In June general instructions for administrators of occupational education were drafted for advisory committee review. Additional suggestions from colleges and the advisory committee were reviewed and the three forms were revised again. In July and

August more comments were reviewed and additional revisions of the instructions and forms were made. A final review was made in September. The final Instructions for Administrators of Occupational Education are given in Appendix A. Final drafts of the Administrator Evaluation Form, Instructor Evaluation Form, and Program Advisory Committee Evaluation Form are given in Appendices B, C, and D.

Task 5: Assist in the Design and Implementation of Procedures to Process Data

Originally, the fifth task to be completed by EERI was to assist with orientation and training workshops for members of the 13 statewide committees. However, the needs of state staff changed since a different methodology was to be used. Instead, additional assistance was needed by state staff related to the development of statewide reports of the evaluation, provided for in Task 6 below. Accordingly, a new Task 5 was added to assist Chancellor's Office staff in processing and analyzing data received from the colleges and preparing results for review by the 13 statewide committees.

Starting in December, clerical and data processing procedures were developed to process and analyze the evaluation data received from the colleges. Fifteen computer programs were also written and checked out. Evaluation forms received from the Chancellor's Office were logged in, tallied as necessary, manually coded and edited, key entered, and stored in computer data files.

The colleges were asked to submit the 1983-84 evaluation data to the Chancellor's Office by February 4, 1985. By the end of March usable results had been received from only 27 colleges. In March preliminary results based upon 19 colleges were obtained and sent to the project monitor. In April preliminary administrator and instructor form data based upon a larger number of colleges were prepared for the statewide Vocational Education Handicapped Services and Programs Advisory Committee. In June instructor and advisory committee data were prepared for one 5-digit program for the statewide Distributive Education Advisory Committee. Similar data for five 5-digit programs were prepared for the statewide Trade and Industrial Occupations Advisory Committee. Copies of all results were sent to the project monitor.

As of June 30, data for 1983-84 had been received from 58 colleges. There were 247 usable Administrator Evaluation Forms, 449 usable Instructor Evaluation Forms, and 254 usable Advisory Committee Evaluation Forms. The actual numbers of the various forms received form the colleges were much higher than the numbers given

above. For instance, 41% of the colleges submitting Administrator Evaluation Forms filled them out by 5-digit program rather than by 2-digit discipline. Therefore, the responses had to be tallied at the 2-digit discipline level before being processed. Program Advisory Committee Evaluation Forms filled out by individual committee members also had to be tallied.

Table N-1 in Appendix N shows the frequency distributions of 5-digit program Ns by discipline for instructor and advisory committee form data received as of June 30, 1985. It shows, for example, that for 71 5-digit programs the N for instructor form data was 1 (that is, only one offering was reported for each of the 71 programs). For only a few 5-digit occupational programs did the N exceed 7 for either instructor or advisory committee form data, and for some disciplines no 5-digit program had an N greater than 4. This fact raises questions regarding how large the N should be for a given 5-digit program so that one can have a certain degree of confidence in the reported data for the program. On the one hand, if few colleges offer a program, then since only a quarter of the colleges evaluate a given program every year, an N of 1 or 2 may actually represent a 25% sample of all statewide offerings of that particular 5-digit program. On the other hand, if many colleges offer a given 5-digit program, a relatively large N such as 7 or 8 may not be large enough to generalize findings based on them.

Unfortunately, there does not seem to be an easy answer to how large the N should be for a given program to give statistically reliable results. It obviously differs from program to program. An analysis of the Spring 1984 Master Plan and Inventory of Programs revealed that 330 different 5-digit occupational education programs are offered by one or more colleges. For 190 of these (58%), the expected N for any given evaluation year is 0 or 1, while for 78 (24%) it is 2 to 4. The expected N is 10 or greater for only 24 programs (7%). Although data from the Master Plan give some indication as to the number of offerings of a 5-digit program that might be expected from a given evaluation year, the data must be used cautiously. Some colleges failed to report programs listed in the Master Plan, possibly because they were not offered in 1983-84, while other colleges submitted forms for programs not listed in the Master Plan for them.

Table N-2 in Appendix N shows the discipline and program Ns for data processed and in the computer files by June 30, 1985. These are "weighted"

data. That is, a given discipline or 5-digit program is counted only once for a college regardless of the actual number of evaluation forms received from that college. As might have been expected, there were more 5-digit instructor form data received than advisory committee form data.

The computer processing currently provides for generating one item record of quantitative data for each evaluation form entered into the system, plus separate records of respondent comments. The comment records are generated for each comment made to an item and for up to three records for each strength and need for improvement mentioned by the respondent. The number of item records in the computer files as of June 30 is shown in Table N-3. As seen in the table, a total of 822 records had been entered, ranging from six for Education to 175 for Engineering and Related Technologies. Table N-4 shows similar data for the number of comments records. There was a total of 3,316 comments records in the files as of June 30, over four times the number of items records. About 69% of the comments records were from instructor forms, while only 10% were from advisory committee forms. The discipline with the largest number of comments was Health.

The computer system currently produces results in a number of formats. They are as follows.

1. Administrator Evaluation Form data:
   a. Results of the ratings on the criteria for quality programs (items) by TOP discipline (2-digit) and over all disciplines. Results using this format and based on 54 colleges are shown in Appendix E.
   b. All comments reported by discipline. This format is primarily for statewide subject-matter advisory committees. A sample of the format is shown in Appendix F.
   c. Comments related to a service committee. This format presents a subset of comments containing certain key words. One version is available for each of the four statewide service-area advisory committees. A sample of the format containing comments related to handicapped students is given in Appendix G.
2. Instructor Evaluation Form data:
   a. Results of the ratings on the criteria for quality programs by 5-digit program and for programs aggregated within discipline. A sample of the format is shown in Appendix H.
   b. Results of the ratings on the criteria for quality programs for

5-digit programs aggregated within discipline and over all disciplines. Results using this format and based upon 54 colleges are shown in Appendix I.

c. All comments reported by 5-digit program. A sample of this format is shown in Appendix J.

d. Comments related to a service committee by 5-digit program. Four versions are available, one for each of the statewide service-area advisory committees. The format is similar to the one shown in Appendix G, but by program.

3. Program Advisory Committee Evaluation Form data:

a. Results showing the percentage of respondents checking each statement on the form by 5-digit program. A sample of the format is shown in Appendix K.

b. Results showing the percentage of respondents checking each statement for 5-digit programs aggregated within discipline. Results using this format based upon 54 colleges are shown in Appendix L.

c. All comments reported by 5-digit program. A sample of the format is given in Appendix M.

d. Comments related to a service committee by 5-digit program. Four versions are available. The format is similar to that shown in Appendix M.

The results of the evaluation can be interpreted in a number of different ways, depending upon the needs and interests of the person doing the interpretation. For example, instructor data for a 5-digit program can be compared with other program data, or with all program data aggregated at the discipline level. Results by discipline can also be compared with data over all disciplines. Strengths can be identified from administrator and instructor data by considering the criteria for quality programs with a high percentage of "Excellent" ratings. Needs for improvement can be identified by considering criteria for quality programs with a high percentage of "Very Poor" and "Poor" ratings. Various comments can be scanned or analyzed to identify themes. Guidelines for interpreting advisory committee data are difficult to specify, but the percentages provided can be used for identification of strengths and needs for improvement.

Task 6: Assist in Developing Statewide Reports of the Evaluation

EERI staff assisted Chancellor's Office staff with procedural things related to the 13 statewide committees' review of data and report preparation.

Guidelines for the statewide committees were prepared in November after discussions with the project monitor and the Advisory Committee for Evaluation and Research. After review by the project monitor it was distributed by the Chancellor's Office. A copy is given in Appendix O. In May evaluation data were reviewed for and presented at a meeting of the Statewide Vocational Education Handicapped Services and Programs Advisory Committee.

Task 7: Assist in Implementing the System for 1984-85

Due to the late implementation of the Occupational Education Program Evaluation System for 1983-84, no changes were made for 1984-85. The 1984-85 evaluation was implemented by the Chancellor's Office notifying the colleges that data for 1984-85 were to be submitted by June 30, 1985. During the month of June, EERI staff logged in 1984-85 data received from 19 colleges.

Task 8: Prepare Final Report

Task 8 provided for the preparation of this report. Its content was determined in consultation with the project monitor, who reviewed and commented on the draft. Two hundred copies of the report are to be submitted to the Chancellor's Office.

RECOMMENDATIONS

The following recommendations are offered:

1. It is recommended that the Chancellor's Office take immediate steps to improve the coordination of the 13 Statewide Occupational Education Statewide Advisory Committees and to give them better guidance.

2. It is recommended that the Chancellor's Office clarify the role of the Chancellor's Office Occupational Education Advisory Committee for Evaluation and Research. This clarification should include how its role differs from the role of the Statewide Occupational Education Advisory Committee for Research and Evaluation and the intended use of the Advisory Committee for Evaluation and Research as a Data Synthesis Panel.

3. It is recommended that the Advisory Committee for Evaluation and Research meet as soon as possible to review the activities of the 13 Statewide Occupational Education Advisory Committees and to consider refinements in the Occupational Education Program Evaluation System for 1985-86.

4. It is recommended that refinements in the Occupational Education Program Evaluation System for 1985-86 be made in such a way that data collected are directly comparable to and aggregatable with data collected for 1983-84 and 1984-85. Major revisions, if any, should be scheduled to be effective at the beginning of the next four-year evaluation cycle, starting in 1987-88.

5. It is recommended that the Chancellor's Office renew efforts to coordinate the Occupational Education Program Evaluation System with the college accreditation process. Consideration should be given to adding this topic to the agenda for a meeting of the Advisory Committee for Evaluation and Research.

6. It is recommended that the Chancellor's Office seriously consider the desirability of having workshops about Occupational Education Program Evaluation System procedures and data uses early in the 1985-86 year for administrators of occupational education.

7. It is recommended that the Chancellor's Office and the Advisory Committee for Evaluation and Research consider whether additional studies of the reliability and validity of Occupational Education Program Evaluation System are warranted.

8. It is recommended that, after the 13 statewide committees have prepared their reports for 1985 and the Advisory Committee for Evaluation and Research has met as a Data Synthesis Panel, the advisory committee consider

whether additional information on how to utilize the evaluation data should be disseminated to the 13 statewide committees or other college personnel.

9. It is recommended that the Chancellor's Office review the extent to which the Occupational Education Program Evaluation System satisfies state and federal evaluation requirements after final regulations have been issued for the Carl D. Perkins Vocational Education Act.

10. It is recommended that, consistent with recommendation 4 above, refinements be made in the Occupational Education Program Evaluation System based upon experiences for 1983-84 and 1984-85. These refinements should be made for 1985-86 to improve the reliability and validity of the data collected and the efficiency of the procedures. Suggested specific refinements, which should be discussed by the Advisory Committee for Evaluation and Research, include:

a. Improve the general directions for administrators of occupational education. This should include specifically what is to be submitted to the Chancellor's Office.

b. When possible, incorporate appropriate general instructions on the evaluation forms themselves in addition to giving them in the separate document for administrators of occupational education. Examples include who should fill out the form and how the Program Advisory Committee Evaluation Form submitted to the Chancellor's Office should be a single consensus report.

c. Improve the wording of the items on the three evaluation forms to make them more understandable to the intended respondents. A review of items by instructors and local advisory committee members might be worthwhile. In addition, response alternatives could be added to some Advisory Committee Evaluation Form items so the committee could indicate that an item is not appropriate for the program being considered.

d. Stress how the data will be used, and what might occur as a result of filling out the form.

e. Add key-entry positions to the forms to facilitate data processing.

REFERENCES

Chancellor's Office, California Community Colleges. Community College Occupational Programs Evaluation System status report. Sacramento: Author, October 1974.

Chancellor's Office, California Community Colleges. Community College Occupational Programs Evaluation System status report. Sacramento: Author, October 1976.

McGillicuddy, S. B., et al. 1982 COPES status report: Report of activities, achievements, results & recommendations. Sierra Madre, CA: Shirley McGillicuddy and Associates, January 1983.

APPENDICES

CALIFORNIA COMMUNITY COLLEGES
OCCUPATIONAL EDUCATION PROGRAM EVALUATION SYSTEM

Instructions for Administrators of Occupational Education Programs

Enclosed are copies of three evaluation forms. They are:

1. Occupational Education Administrator Evaluation Form (Form 1, coded green)

2. Occupational Education Instructor Evaluation Form (Form 2, coded blue)

3. Occupational Education Program Advisory Committee Evaluation Form (Form 3, coded buff)

These forms should be completed for 1983-84 in accordance with the four-year schedule. See Attachment B to identify the clusters of programs scheduled for your college.

The completed administrator, instructor, and advisory committee evaluation forms for 1983-84 should be placed in your accountability file no later than January 31, 1985. They should be retained in the file for at least five years.

A supply of the three forms is being forwarded to you under separate cover.

Occupational Education Administrator Evaluation Form (Form 1, coded green)

One or more forms are to be completed for each TOP discipline (e.g., Agriculture and Natural Resources, Business and Management) whose programs are to be evaluated by your college group in 1983-84. Occupational Deans or Directors at the college and district level should complete the form for each TOP discipline scheduled for your college. In addition, you should determine which specific administrators should be asked to complete the form. The administrators selected for each TOP discipline should be those most directly responsible for the discipline, such as department heads and/or division chairpersons.

After you select the administrators to complete the form, you should indicate the TOP discipline at the top of the form and distribute it to the appropriate individual along with any explanation you believe is appropriate. Each form provides some background information and indicates some of the uses to be made of the evaluation data. If the individual fails to complete the form, you should place a note in the accountability file indicating the name of the person and the reason the form was not completed. Each completed form is to be placed into the accountability file.

Occupational Education Instructor Evaluation Form (Form 2, coded blue)

One or more forms are to be completed for each occupational program offered in the TOP discipline(s) scheduled for your college for 1983-84. All full-time instructors in the program should be asked to individually complete a form. At your discretion, part-time instructors should also be asked to complete the form. If the program has no full-time instructors, then part-time instructors or a sample of them should be asked to complete the form.

You should distribute the form to the appropriate instructors along with any additional explanatory material you believe is appropriate. When the forms are returned to you, you should enter the appropriate five- or six-digit TOP code on each form unless you did this before they were distributed. If an individual fails to complete a form, you should place a note in the accountability file indicating the name of the person and the reason the form was not completed. The form completed by each individual instructor is to be placed into the accountability file. You may wish to respond immediately to instructors about items identified as needing improvement or that are judged as strengths of the program.

Occupational Education Program Advisory Committee Evaluation Form (Form 3, coded buff)

An Advisory Committee form is to be completed for each occupational program offered in the TOP discipline(s) scheduled for your college for 1983-84. The committee chairperson (or his/her designee) and a subcommittee of the total advisory committee may complete the form, or the chairperson (or designee) may elect to involve the whole committee if circumstances permit.

You should distribute the form to the appropriate advisory committee chairpersons along with any additional explanatory material you believe is appropriate. When the forms are returned to you, you should enter the appropriate five- or six-digit TOP code on each form if you did not do it before they were distributed. If a committee fails to complete a form, or if there is no committee, you should place a note in the accountability file giving the reason the form was not completed.

At your discretion, you or someone designated by you may wish to present information to each advisory committee before the form is filled out. This is not, however, a prerequisite to completing the form. Such information may include budgets, placement data, instructor resumes, course outlines, etc. In addition to reviewing information, you may wish to have members of the committee visit instructors, tour facilities, and inspect equipment.

Each completed Program Advisory Committee Evaluation Form is to be reviewed by that administrator immediately responsible for the program. That person should sign the form at the place provided, and may note any comments he or she cares to make. Other administrators who elect to review the form are not asked to sign it. Each completed form is to be placed into the accountability file.

Background Information

The primary purpose of evaluating occupational education programs and services in the California community college system is to provide a basis for appropriate statewide change and/or program improvement. In addition, evaluation is mandated by both the state and federal governments and consequently, it is needed for compliance purposes. Evaluation is also needed to address a greater responsibility called accountability.

Accountability of occupational education is assumed to encompass such ideas as being responsible, answerable, and accountable for the status, condition, quality, or facts about the functions and activities involved. Fiscal accountability will be accomplished by an administrative review of programs called PAR, and by an audit process in which colleges participate periodically. Statewide program accountability will be accomplished by several evaluation activities as shown in Attachment A, which outlines the Occupational Education Statewide Evaluation System.

One statewide evaluation activity is an occupational education program evaluation which involves collecting information from college administrators, instructors, and advisory committees. All occupational education programs in California community colleges will be evaluated according to the four-year schedule shown in Attachment B. Colleges may, however, choose to conduct additional or more frequent evaluations to meet local needs.

Use of Evaluation Data

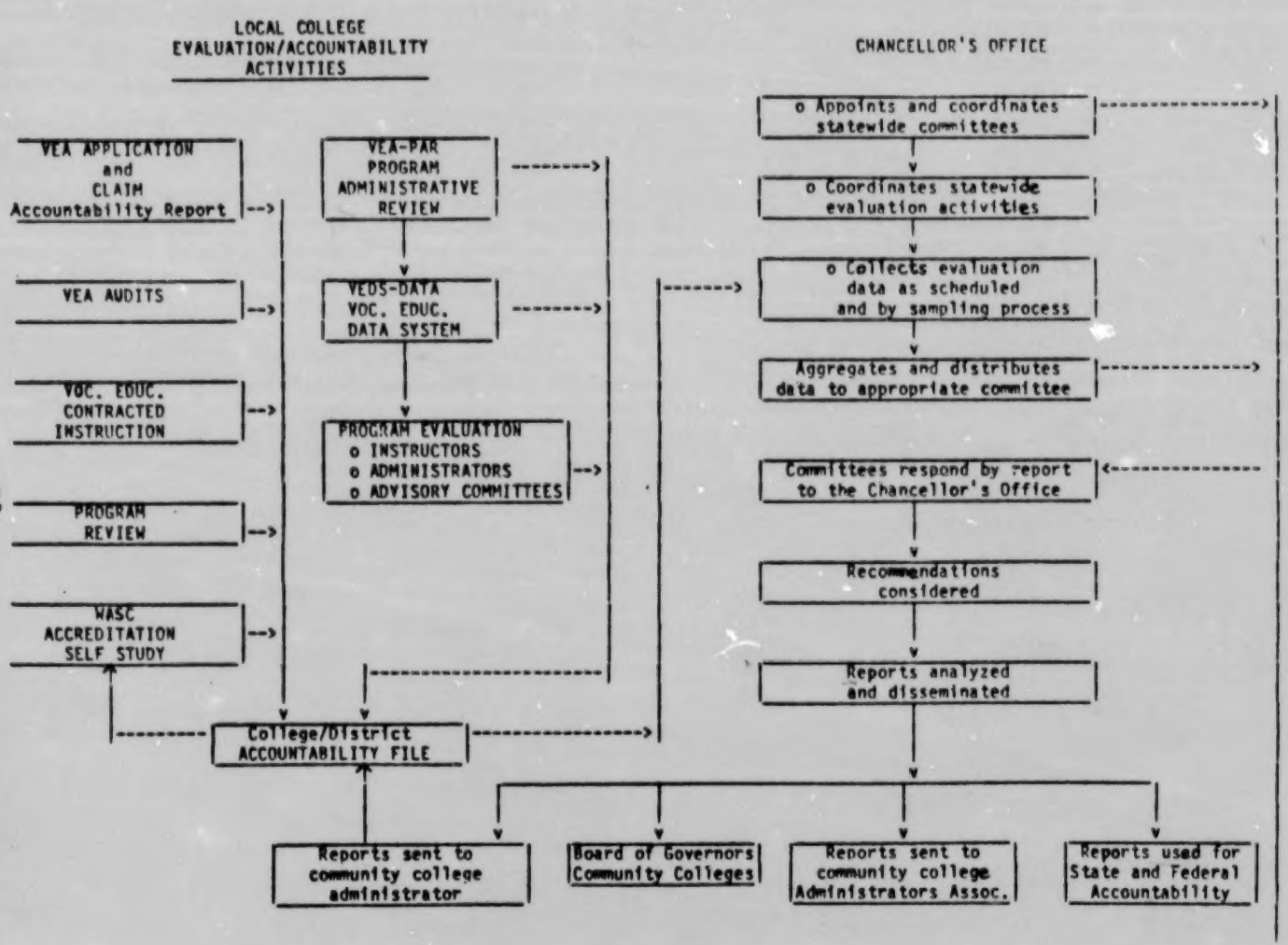
As shown on Attachment A, the program evaluation data received from college administrators, instructors, and advisory committees is to be held in an accountability file at your college or district office. Information in the accountability file is intended to be used in the accreditation self-study process in addition to its statewide uses.

The state Chancellor's Office will periodically collect from colleges on a sample basis the same kinds of data on occupational education programs. The Chancellor's Office will prepare the data for a statewide committee of program experts to study, to validate, and to recommend action to be taken by the Chancellor's Office. The committee report will be distributed to all colleges. The report will be included in an annual statewide accountability report which will be disseminated to appropriate state and federal agencies for accountability purposes. Selected committees of the Legislature will also have access to the report. In addition, the statewide committee responsible for generating the report will participate in developing recommendations regarding priorities for the use of Vocational Education Act program improvement funds.

It should be noted that the evaluation forms are intended to help identify areas of strength and needs for improvement of occupational programs. The results are not intended to be used, nor should they be used, to compare your programs with similar programs at other colleges. Your results can be used by your local program experts to determine program strengths and needs for improvement. When analyzed with similar information about programs at a number of other colleges, the results will help identify potential strengths and needs for program improvement statewide.

ATTACHMENT A

OCCUPATIONAL EDUCATION STATEWIDE EVALUATION SYSTEM


LOCAL COLLEGE EVALUATION/ACCOUNTABILITY ACTIVITIES
VEA APPLICATION and CLAIM Accountability Report
VEA AUDITS
VOC. EDUC. CONTRACTED INSTRUCTION
PROGRAM REVIEW
WASC ACCREDITATION SELF STUDY
VEA-PAR PROGRAM ADMINISTRATIVE REVIEW
VEDS-DATA VOC. EDUC. DATA SYSTEM
PROGRAM EVALUATION
o INSTRUCTORS
o ADMINISTRATORS
o ADVISORY COMMITTEES
College/District ACCOUNTABILITY FILE
CHANCELLOR'S OFFICE
o Appoints and coordinates statewide committees
o Coordinates statewide evaluation activities
o Collects evaluation data as scheduled and by sampling process
Aggregates and distributes data to appropriate committee
Committees respond by report to the Chancellor's Office
Recommendations considered
Reports analyzed and disseminated
Reports sent to community college administrator
Board of Governors Community Colleges
Reports sent to community college Administrators Assoc.
Reports used for State and Federal Accountability
STATEWIDE COMMITTEES OF PROGRAM EXPERTS
Committees for:
o Agriculture
o Office Occupations
o Distributive Education
o Trade and Industrial Occupations
o Home Economics Education
o Health Occupations Education
o Technical Education
o Public Safety
o Disadvantaged
o Handicapped
o Gender Equity
o Vocational Guidance & Counseling
o Research and Evaluation
Committees Composed of:
o College Specialists
o Industry Employer Representatives
o Chancellor's Office Specialists
Committee Functions:
o Verify college evaluation data
o Interpret data
o Develop and report recommendations for influencing State policy
o Participate in developing priorities for improving program

BEST COPY AVAILABLE

BEST COPY AVAILABLE

ATTACHMENT B

CALIFORNIA COMMUNITY COLLEGES

FOUR-YEAR OCCUPATIONAL EDUCATION PROGRAM EVALUATION SCHEDULE

College Groups*	83-84	84-85	85-86	86-87
I	EVALUATION REPORTS-----1 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE	EVALUATION REPORTS-----4 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE	EVALUATION REPORTS-----2 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE	EVALUATION REPORTS-----3 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE
II	EVALUATION REPORTS-----3 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE	EVALUATION REPORTS-----2 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE	EVALUATION REPORTS-----4 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE	EVALUATION REPORTS-----1 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE
III	EVALUATION REPORTS-----4 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE	EVALUATION REPORTS-----1 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE	EVALUATION REPORTS-----3 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE	EVALUATION REPORTS-----2 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE
IV	EVALUATION REPORTS-----2 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE	EVALUATION REPORTS-----3 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE	EVALUATION REPORTS-----1 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE	EVALUATION REPORTS-----4 o ADMINISTRATOR o INSTRUCTOR o ADVISORY COMMITTEE

I, II, III, IV - 105 colleges divided into groups of 26 constituting a representative sample (one group has 27 colleges)

1, 2, 3, 4 - Specified clusters of occupational programs by TOP discipline

1. Agriculture & Natural Resources (01), Architecture & Environmental Design (occupational programs only) (02), Communications (06), Computer & Information Science (07), Public Affairs and Services (21), Commercial Services (30)
2. Engineering & Related Technologies (09)
3. Business & Management (05)
4. Fine & Applied Arts (vocational programs only) (10), Health (12), Consumer Education & Home Economics (13)

*REPRESENTATIVE SAMPLE GROUPS OF COLLEGES

Group I	Group II	Group III	Group IV
Alameda, College of	Allan Hancock College	American River College	Antelope Valley College
Bakersfield College	Barstow College	Butte College	Cabrillo College
Canada College	Canyons, College of the	Cerritos College	Cerro Coso Community College
Chabot College	Chaffey College	Citrus College	Coastline Community College
Columbia Junior College	Compton Community College	Contra Costa College	Cosumnes River College
Crafton Hills College	Cuesta College	Cypress College	De Anza College
Cuyamaca College	Diablo Valley College	East Los Angeles College	El Camino College
Desert, College of the	Feather River College	Foothill College	Fresno City College
Evergreen Valley College	Gavilan College	Glendale College	Golden West College
Fullerton College	Hartnell College	Imperial Valley College	Indian Valley College
Grossmont College	Kings River College	Lassen College	Long Beach City College
Lake Tahoe Community College	Laney College	Los Angeles Mission College	Los Angeles Pierce College
Los Angeles City College	Los Angeles Harbor College	Los Angeles Valley College	Los Medanos College
Los Angeles Southwest College	Los Angeles Trade-Tech. College	Merced College	Merritt College
Marin, College of	Mendocino College	Modesto Junior College	Monterey Peninsula College
Mira Costa College	Mission College	Mt. San Jacinto College	Napa College
Moorpark College	Mt. San Antonio College	Oxnard College	Palo Verde College
Ohlone College	Orange Coast College	Rio Hondo College	Porterville College
Palomar College	Pasadena City College	San Bernardino Valley College	Riverside City College
Redwoods, College of the	Saddleback College	San Diego Miramar College	San Diego City College
Sacramento City College	San Diego Mesa College	San Mateo, College of	San Francisco, City College of
San Joaquin Delta College	San Jose City College	Santa Rosa Junior College	Santa Ana College
Santa Barbara City College	Santa Monica College	Siskiyous, College of the	Sequoias, College of
Shasta College	Sierra College	Taft College	Skyline College
Solano Community College	Southwestern College	Vista College	Ventura College
Victor Valley Community College	West Hills College	West Los Angeles College	West Valley College
Yuba College			

FORM 1
Revised
9/7/84

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Administrator Evaluation Form

TOP DISCIPLINE (Check one only.)

__01: Ag & Natural Res.	__07: Computer & IS	__12: Health
__02: Arch. & Env. Design	__09: Engineering & Related Tech.	__13: Consumer Ed & HE
__05: Business and Mgmt.		__21: Pub. Affairs & Svcs
__06: Communications	__10: Fine and Appl. Arts	__30: Commercial Services

COLLEGE _____ DATE _____

Background Information

The primary purpose of evaluating occupational education programs and services in the California community college system is to provide a basis for appropriate statewide change and/or program improvement. In addition, evaluation is mandated by both the state and federal governments, and consequently, it is needed for compliance purposes. It is also needed to address the greater responsibility called accountability.

Accountability of occupational education is assumed to encompass such ideas as being responsible, answerable, and accountable for the status, condition, quality or facts about the functions and activities involved. Fiscal accountability will be accomplished by an administrative review of programs called PAR, and by an audit process in which colleges participate periodically. Statewide program accountability will be accomplished by several evaluation practices. All occupational education programs in California community colleges will be evaluated according to a four-year statewide schedule. However, some colleges may choose to conduct additional or more frequent evaluations to meet local district needs.

Use of Evaluation Data

The information you provide by completing the attached evaluation form is to be held, along with evaluations of individual programs in this TOP discipline, in an accountability file at your college or district offices. As you may know, instructors and advisory committee members are completing separate evaluations of the individual programs. Information in the accountability file is intended to be used in the accreditation self-study process in addition to its statewide uses. The state Chancellor's Office will periodically collect from colleges on a sample basis data on occupational education programs. The Chancellor's Office will prepare the data for a statewide committee of program experts to study, to validate, and to recommend action to be taken by the Chancellor's Office. The

committee report will be distributed to all colleges. The report will be included in the annual statewide accountability report which will be disseminated to appropriate state and federal agencies for accountability purposes. Selected committees of the Legislature will also have access to the report. In addition, the statewide committee responsible for generating the report will participate in developing recommendations regarding priorities for the use of Vocational Education Act program improvement funds.

Instructions for Administrators of Occupational Education

Administrators of occupational education are requested to rate the following items for the occupational education programs in the TOP discipline identified at the beginning of this form. The items you are asked to rate are considered criteria for quality programs. The ratings should reflect your perception of how well the college is meeting each criterion. They should also reflect a level of performance in terms of what should ideally occur at your college in providing instruction and services to students in occupational programs in this TOP discipline.

The five-point scale is designed to indicate high and low ratings. Definitions for EXCELLENT and VERY POOR ratings are provided for each criterion. EXCELLENT is a nearly ideal or exemplary situation; VERY POOR one of serious inadequacy. Intermediate ratings (GOOD, BORDERLINE, POOR) may be assigned with those two extremes in mind. The DON'T KNOW column should be used if you are not knowledgeable about performance on the criterion or are not sufficiently involved to make a fair judgment. The comment column should be used to clarify ratings or omissions in ratings if necessary.

The last page of this document is for identifying strengths and weaknesses of the occupational programs in the TOP discipline and for making recommendations for program improvement. Your are requested to sign the last page.

It should be noted that this form is intended to help identify areas of strength and needs for improvement of the occupational education programs in the TOP discipline. These self-ratings are not intended to be used, nor should they be used, to compare your programs with similar programs at other colleges. Your ratings for each criterion can be used by your local program experts to determine program strengths and needs for improvement. When analyzed with similar information about programs at a number of other colleges, the ratings will help identify potential strengths and needs for program improvement statewide.

The ratings should reflect your perception of how well the college is meeting each criterion.

CRITERIA FOR QUALITY PROGRAMS	VERY POOR 1	POOR 2	BORDERLINE 3	GOOD 4	EXCELLENT 5	DON'T KNOW 6	COMMENTS
1 USE OF OCCUPATIONAL EDUCATION GOALS Excellent: Occupational education goals, clearly stated in writing, are consistently used as a basis for planning specific objectives for occupational programs in this TOP discipline. Very Poor: Occupational goals are rarely considered in planning objectives for occupational programs in this TOP discipline.							
2 USE OF STUDENT FOLLOW-UP INFORMATION Excellent: Current follow-up data on completers and leavers with marketable skills are consistently and systematically used in the evaluation of occupational programs in this TOP discipline. Very Poor: Student follow-up information has not been collected and used in the evaluation of programs in this TOP discipline.							
3 COORDINATION WITH OTHER COMMUNITY PROGRAMS AND AGENCIES Excellent: Effective liaison is maintained with other community programs and agencies (such as high schools, other community colleges, regional occupational programs and centers) to assure a coordinated approach and avoid duplication in meeting occupational needs in the geographic area programs this TOP discipline are designed to serve. Very Poor: College activities reflect a disinterest in coordination with other community programs and agencies having impact on occupational programs in this TOP discipline.							

The ratings should reflect your perception of how well the college is meeting each criterion.

CRITERIA FOR QUALITY PROGRAMS	VERY POOR 1	POOR 2	BORDERLINE 3	GOOD 4	EXCELLENT 5	DON'T KNOW 6	COMMENTS
4 SPECIAL PROVISIONS FOR DISADVANTAGED STUDENTS Excellent: Special services with qualified staff are provided by the college for students with academic, socioeconomic, cultural, and related disadvantages such as limited or non-English speaking ability. In addition, such services are readily available to students in occupational programs in this TOP discipline and they are coordinated with occupational instruction. Very Poor: Almost no special services are provided for disadvantaged students in occupational programs in this TOP discipline.							
5 SPECIAL PROVISIONS FOR HANDICAPPED STUDENTS Excellent: Special services with qualified staff are provided by the college for students with physical, mental, emotional, and other health-impairing handicaps. In addition, such services are readily available to students in occupational programs in this TOP discipline and they are coordinated with occupational instruction. Program facilities and equipment are also adapted to meet student needs. Very Poor: Special services for handicapped students in occupational programs in this TOP discipline are almost nonexistent, as are facility and equipment modifications.							

The ratings should reflect your perception of how well the college is meeting each criterion.

CRITERIA FOR QUALITY PROGRAMS	VERY POOR 1	POOR 2	BORDERLINE 3	GOOD 4	EXCELLENT 5	DON'T KNOW 6	COMMENTS
6 SPECIAL PROVISIONS FOR REENTRY STUDENTS Excellent: Support services and remedial programs with qualified staff are provided by the college to help reentry students (such as displaced homemakers) succeed in occupational programs. In addition, such services are readily available to students in this TOP discipline and they are coordinated with occupational instruction. Very Poor: Almost no special services are provided or attention given by the college to reentry students in occupational programs in this TOP discipline.							
7 EFFORTS TO ACHIEVE SEX EQUITY Excellent: Emphasis is given to eliminating sex bias and sex stereotyping in programs in this TOP discipline: staffing, student recruitment, counseling and guidance, access to and acceptance in programs, selection of curricular materials, instruction, job development, and placement. Very Poor: Almost no attention is directed toward achieving sex equity in occupational programs in this TOP discipline.							

The ratings should reflect your perception of how well the college is meeting each criterion.

FORM 1
Revised
9/7/84

CRITERIA FOR QUALITY PROGRAMS	VERY POOR 1	POOR 2	BORDERLINE 3	GOOD 4	EXCELLENT 5	DON'T KNOW 6	COMMENTS
8 EMPHASIS ON COUNSELING AND GUIDANCE Excellent: The college provides an adequate number of personnel to assure that day, evening, and weekend students in occupational programs in this TOP discipline have ready access to career counseling and guidance and to program advisement. The counseling staff have current knowledge about occupational programs and use a variety of resources such as teachers, printed materials, and audiovisuals to meet individual student interests. Very Poor: Counseling staff are insufficient in number, and most have little proficiency in counseling related to occupational programs in this TOP discipline. Counseling services are available only during limited hours of the day and week.							
9 PROGRAM AVAILABILITY AND ACCESSIBILITY Excellent: Students and potential students desiring enrollment in occupational programs in this TOP discipline are identified through recruitment activities, counseled on employment opportunities, afforded equitable treatment on enrollment selection, and not discouraged by unrealistic prerequisites. In addition, programs are readily available and accessible at convenient times and locations. Very Poor: Occupational programs in this TOP discipline are not available or accessible to most students seeking enrollment, and discriminatory selection procedures are practiced.							

FORM 1
Revised
9/7/84

The ratings should reflect your perception of how well the college is meeting each criterion.

CRITERIA FOR QUALITY PROGRAMS	VERY POOR 1	POOR 2	BORDERLINE 3	GOOD 4	EXCELLENT 5	DON'T KNOW 6	COMMENTS
10 PROMOTION OF OCCUPATIONAL EDUCATION AS A VITAL COLLEGE FUNCTION Excellent: An active and organized effort is made to inform the public and its representatives (such as news media, legislators, boards, the business community) of the importance of providing effective and comprehensive occupation education and to gain community support and contributions for programs in this TOP discipline. Very Poor: There is no organized public information effort for occupational education nor efforts to gain community support and contributions for programs in this TOP discipline.							
11 NUMBER OF INSTRUCTORS Excellent: Instructional staffing in occupational programs in this TOP discipline is sufficient to permit optimum program effectiveness (such as through enabling teachers to meet individual student needs, providing liaison with advisory committees, and conducting placement and follow-up activities). Very Poor: Staffing in occupational programs in this TOP discipline is inadequate to effectively meet the needs of the programs.							

FORM 1
Revised
9/7/84

The ratings should reflect your perception of how well the college is meeting each criterion.

CRITERIA FOR QUALITY PROGRAMS	VERY POOR 1	POOR 2	BORDERLINE 3	GOOD 4	EXCELLENT 5	DON'T KNOW 6	COMMENTS
12 QUALIFICATIONS OF INSTRUCTIONAL STAFF Excellent: All of the instructors in occupational programs in this TOP discipline have two or more years of relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence. Very Poor: Few of the instructors in occupational programs in this TOP discipline have relevant employment experience or current competence in their field. Some do not meet the minimum qualifications in the California State Plan for Vocational Education.							

FORM 1
Revised
9/7/84

Please answer the following questions. Use extra sheets if necessary.

1. In your opinion, what are the chief strengths of the occupational education programs in this TOP discipline?

2. In your opinion, what major improvements, if any, are needed for occupational education programs in this TOP discipline, and what action is required to achieve these improvements?

Person completing this form:

Name _____ Title _____

Signature _____ Date _____

FORM 2
Revised
9/7/84

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

NAME OF PROGRAM _____ TOP CODE _____

COLLEGE _____ DATE _____

Background Information

The primary purpose of evaluating occupational education programs and services in the California community college system is to provide a basis for appropriate statewide change and/or program improvement. In addition, evaluation is mandated by both the state and federal governments, and consequently it is necessary for compliance purposes. Evaluation is also needed to address the greater responsibility called accountability.

Accountability of occupational education is assumed to encompass such ideas as being responsible, answerable, and accountable for the status, condition, quality, or facts about the functions and activities involved. Fiscal accountability will be accomplished by an administrative review of programs called PAR, and by an audit process in which colleges participate periodically. Statewide program accountability is to be accomplished by several evaluation practices. All occupational education programs in California community colleges will be evaluated following a four-year statewide schedule. However, some colleges may choose to conduct additional or more frequent evaluations to meet local district needs.

Use of Evaluation Data

The information you provide by completing the attached evaluation form is to be held, along with other evaluations of this occupational education program, in an accountability file at your college or district offices. As you may know, administrators and advisory committee members are completing separate evaluations of the program. Information in the accountability file is intended to be used in the accreditation self-study process in addition to its statewide uses. The state Chancellor's Office will periodically collect from colleges on a sample basis data on occupational education programs. The Chancellor's Office will prepare the data for a statewide committee of program experts to study, to validate, and to recommend action to be taken by the Chancellor's Office. The committee report will be distributed to all colleges. The report will be included in an annual statewide accountability report which will be disseminated to appropriate state and federal agencies for accountability purposes. Selected committees of the Legislature will have access to the information. In addition, the statewide committee responsible for generating the report will participate in developing recommendations regarding priorities for the use of Vocational Education Act program improvement funds.

Instructions for Instructors of Occupational Education Programs

Individual instructors of occupational education are requested to rate the following items for the occupational education program identified at the beginning of this form. The items you are asked to rate are considered criteria for quality programs. The ratings should reflect your perception of how well the college or program is meeting each criterion. They should also reflect a level of performance in terms of what should ideally occur at your college in providing instruction and services to students in this occupational program.

The five-point scale is designed to indicate high and low ratings. Definitions for EXCELLENT and VERY POOR ratings are provided for each criterion. EXCELLENT is a nearly ideal or exemplary situation; VERY POOR one of serious inadequacy. Intermediate ratings (GOOD, BORDERLINE, POOR) may be assigned with those two extremes in mind. The DON'T KNOW column should be used if you are not knowledgeable about performance on the criterion or are not sufficiently involved to make a fair judgment. The comment column should be used to clarify ratings or omissions in ratings if necessary.

The last page of this document is for identifying strengths and weaknesses of the occupational program and for making recommendations for program improvement. You are requested to sign the last page.

It should be noted that this form is intended to help identify areas of strength and needs for improvement of the occupational education program. These self-ratings are not intended to be used, nor should they be used, to compare your program with similar programs at other colleges. Your ratings for each criterion can be used by your local program experts to determine program strengths and needs for improvement. When analyzed with similar information about programs at a number of other colleges, the ratings will help identify potential strengths and needs for program improvement statewide.

FORM 2
Revised
9/7/84

The ratings should reflect your perception of how well the college or program is meeting each criterion.

CRITERIA FOR QUALITY PROGRAMS	1 VERY POOR	2 POOR	3 BORDERLINE	4 GOOD	5 EXCELLENT	6 DON'T KNOW	COMMENTS
1 USE OF MEASURABLE PROGRAM OBJECTIVES Excellent: Evaluation of this occupational program is based on written objectives stated in measurable terms (such as planned enrollments, completions, placements, etc.). Very Poor: No written objectives stated in measurable terms exist for this occupational program.							
2 USE OF MEASURABLE LEARNER PERFORMANCE OBJECTIVES Excellent: Learner performance objectives are stated in writing and in measurable terms, and are used to evaluate student progress in almost all courses in this occupational program. These learner objectives are based on employment standards. Very Poor: No course in this occupational program has written learner performance objectives stated in measurable terms.							
3 USE OF INFORMATION ON LABOR MARKET AND COMMUNITY TRAINING NEEDS Excellent: Current data on labor market needs, community training needs, and emerging trends in job openings are systematically used in the development and evaluation of this occupational program. Very Poor: Labor market and community training needs data are not collected and used in the development or evaluation of this occupational program.							

The ratings should reflect your perception of how well the college or program is meeting each criterion.

FORM 2
Revised
9/7/84

CRITERIA FOR QUALITY PROGRAMS	1	2	3	4	5	6	COMMENTS
4 USE OF INFORMATION ON JOB PERFORMANCE REQUIREMENTS AND INDUSTRY STANDARDS Excellent: Current data on job performance requirements and on industry standards are systematically used in the development and evaluation of both this program and the content of its courses. Very Poor: Job performance requirements and industry standards information are not collected and used in the development or evaluation of this program or its courses.							
5 ADAPTATION OF INSTRUCTIONAL APPROACHES Excellent: Instructional approaches in all courses in this program recognize and respond to individual student differences through such means as programmed learning, self-paced and small-group instruction, and bilingual assistance. Very Poor: Instructional approaches do not consider individual student differences in any courses in this program.							
6 RELEVANCE OF MAJOR-RELATED COURSES Excellent: Applicable major-related courses (such as anatomy and physiology, business and technical mathematics) are closely coordinated with this occupational program and are kept relevant and current to the needs of occupational students. Very Poor: Major-related course content reflects no planned approach to meeting the needs of students in this occupational program.							

FORM 2
Revised
9/7/84

The ratings should reflect your perception of how well the college or program is meeting each criterion.

CRITERIA FOR QUALITY PROGRAMS	VERY POOR 1	POOR 2	BORDERLINE 3	GOOD 4	EXCELLENT 5	DON'T KNOW 6	COMMENTS
7 PROVISION FOR WORK EXPERIENCE Excellent: Ample opportunities are provided wherever possible for related work experience or equivalent clinical experience for students in this occupational program. Such student participation is well coordinated with classroom instruction and employer supervision. Very Poor: Few opportunities are provided in this occupational program for related work experience or equivalent clinical experience where such participation is possible.							
8 COORDINATION OF PLACEMENT OF OCCUPATIONAL EDUCATION STUDENTS Excellent: The college has an effectively functioning system for locating jobs and coordinating placement for students completing this occupational program. Very Poor: The college has no system or an ineffective system for locating jobs and coordinating placement for students completing this occupational program.							
9 PLACEMENT EFFECTIVENESS FOR STUDENTS TRAINED WITH MARKETABLE SKILLS Excellent: Program completers and leavers with marketable skills who desire employment are employed within a reasonable period of time in their field of preparation or in a closely related field. Very Poor: Few students completing this occupational program and desiring employment are placed in their field of preparation or a closely-related field.							

The ratings should reflect your perception of how well the college or program is meeting each criterion.

FORM 2
Revised
9/7/84

CRITERIA FOR QUALITY PROGRAMS	VERY POOR 1	POOR 2	BORDERLINE 3	GOOD 4	EXCELLENT 5	DON'T KNOW 6	COMMENTS
10 PROVISION FOR DIRECTION AND COORDINATION Excellent: Responsibility, authority, and accountability for this occupational program are clearly identified and assigned. Also, sufficient administrative and/or supervisory time is provided to obtain maximum effectiveness in program planning, management, and evaluation. Very Poor: There are no clearly defined lines of responsibility, authority, and accountability for this occupational program.							
11 QUALIFICATIONS OF ADMINISTRATORS AND/OR SUPERVISORS Excellent: Persons responsible for direction and coordination affecting this occupational program demonstrate a high level of administrative ability. In addition, they are knowledgeable in and committed to occupational education. Very Poor: Persons responsible for direction and coordination affecting this occupational program have little administrative ability and are not knowledgeable in and committed to occupational education.							
12 NUMBER OF INSTRUCTORS Excellent: Instructional staffing in this occupational program is sufficient to permit optimum program effectiveness (such as through enabling teachers to meet individual student needs, providing liaison with advisory committees, and conducting placement and follow-up activities). Very Poor: Staffing in this occupational program is inadequate to effectively meet the needs of the program.							

The ratings should reflect your perception of how well the college or program is meeting each criterion.

CRITERIA FOR QUALITY PROGRAMS	1 VERY POOR	2 POOR	3 BORDERLINE	4 GOOD	5 EXCELLENT	6 DON'T KNOW	COMMENTS
13 QUALIFICATIONS OF INSTRUCTIONAL STAFF Excellent: All of the instructors in this occupational program have two or more years of relevant employment experience, have kept current in their field, and have developed and maintained a high level of teaching competence. Very Poor: Few of the instructors in this occupational program have relevant employment experience or current competence in their field.							
14 INSERVICE EDUCATION OPPORTUNITIES Excellent: The college encourages the continuing inservice growth of faculty in this occupational program through such opportunities as conference attendance, curriculum development, and work experience. In addition, this policy is supported with time and money. Very Poor: The college does not encourage the inservice growth of faculty in this occupational program. In addition, funds are not available to support opportunities for faculty inservice training.							
15 USE OF SUPPORT STAFF Excellent: Paraprofessionals (such as instructional aides and teacher assistants) and other support personnel are used when needed to ensure the maximum effectiveness of instructors in this occupational program. Very Poor: Support personnel are not used when needed to ensure the maximum effectiveness of instructors in this occupational program.							

FORM 2
Revised
9/7/84

The ratings should reflect your perception of how well the college or program is meeting each criterion.

CRITERIA FOR QUALITY PROGRAMS	VERY POOR 1	POOR 2	BORDERLINE 3	GOOD 4	EXCELLENT 5	DON'T KNOW 6	COMMENTS
16 ADEQUACY AND AVAILABILITY OF INSTRUCTIONAL EQUIPMENT Excellent: Equipment used on or off campus for this occupational program is representative of that used in jobs for which students are being trained. In addition, it is current, operational, sufficient in amount, and safe. Very Poor: Equipment for this occupational program is outmoded or in unsatisfactory condition.							
17 ADEQUACY OF INSTRUCTIONAL FACILITIES Excellent: Instructional facilities (excluding equipment) meet program and student needs, are functional, and provide maximum flexibility and safe working conditions. Very Poor: Facilities for this occupational program are restrictive, dysfunctional, or overcrowded.							
18 USE OF INSTRUCTIONAL FACILITIES AND EQUIPMENT Excellent: Scheduling of facilities and equipment for this program on campus or off is planned to maximize use and allow quality instruction. Very Poor: Facilities and equipment for this program are significantly under- or over-scheduled and do not allow quality instruction.							

FORM 2
Revised
9/7/84

The ratings should reflect your perception of how well the college or program is meeting each criterion.

CRITERIA FOR QUALITY PROGRAMS	1 VERY POOR	2 POOR	3 BORDERLINE	4 GOOD	5 EXCELLENT	6 DON'T KNOW	COMMENTS
19 ADEQUACY AND AVAILABILITY OF INSTRUCTIONAL MATERIALS AND LIBRARY RESOURCES Excellent: Instructional materials (such as textbooks, reference books, visual aids, mock-ups) are sufficient in quantity, current, relevant to this program and student needs, and varied. Very Poor: Materials in this occupational program are outdated, limited to basic textbooks, and lack relevance to program and student needs.							
20 USE OF ADVISORY COMMITTEE Excellent: The advisory committee members for this occupational program are representative of the occupation and are actively used by college staff in appropriate activities (such as community needs analysis, program modification, and program promotion). In addition, the committee meets at least annually. Very Poor: Advisory committee members for this occupational program are not representative, are relegated largely to a passive role, and meet less often than annually.							
21 PROVISIONS IN CURRENT OPERATING BUDGET Excellent: Adequate funds are allocated in the college operating budget to support the achievement of approved program objectives and are planned with instructor input. Effective use is also made of outside funding sources. Very Poor: Funds provided are seriously inadequate in relation to approved objectives for this occupational program.							

FORM 2
Revised
9/7/84

The ratings should reflect your perception of how well the college or program is meeting each criterion.

CRITERIA FOR QUALITY PROGRAMS	VERY POOR 1	POOR 2	BORDERLINE 3	GOOD 4	EXCELLENT 5	DON'T KNOW 6	COMMENTS
22 PROVISIONS IN CAPITAL OUTLAY BUDGET Excellent: Adequate funds are allocated in a planned effort to provide for needed new facilities and equipment and for equipment replacement, repair, and renovation, consistent with the objectives for this occupational program. Also, instructor input is part of the planning process. Very Poor: Facilities and equipment needs for this occupational program are almost totally unmet in the capital outlay budget.							

FORM 2
Revised
9/7/84

Please answer the following questions. Use extra sheets if necessary.

1. In your opinion, what are the chief strengths of this occupational education program?

2. In your opinion, what major improvements, if any, are needed for this occupational education program and what action is required to achieve these improvements?

Person completing this form:

Name _____ Title _____

Signature _____ Date _____

Full-time [ ] Part-time [ ]

Appendix D

FORM 3
Revised
9/7/84

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Program Advisory Committee Evaluation Form

NAME OF PROGRAM _____ TOP CODE _____

COLLEGE _____ DATE _____

Background Information

The primary purpose of evaluating occupational education programs and services in the California community college system is to provide a basis for appropriate statewide change and/or program improvement. In addition, evaluation is mandated by both the state and federal governments and consequently it is needed for accountability and compliance purposes. All occupational education programs in California community colleges will be evaluated following a four-year statewide schedule. However, some colleges may choose to conduct additional or more frequent evaluations to meet district needs.

The information you provide by completing the attached evaluation form will be considered by your college administration. Additionally, the evaluation will be held, along with other evaluations of this program, in an accountability file at your college or district offices. Information in the accountability file is intended to be used in the accreditation self-study process in addition to its statewide uses for evaluation and program improvement.

This form is intended to help identify areas of strengths and needs for improvement of the program. Advisory committee responses for each item are intended to describe the effectiveness of the program. The responses are not intended to be used, nor should they be used, to compare this specific program with similar programs at other colleges. When analyzed with similar information about programs at a number of other colleges, the responses will help identify potential strengths and needs for program improvement statewide.

Instructions for Completing the Evaluation Form

1. The chairperson (or his or her designee) and a subcommittee of the total advisory committee may complete this evaluation form, or the chairperson (or designee) may elect to involve the entire committee if circumstances permit.

2. Check each statement which accurately reflects your opinion about or describes the specific occupational education program identified at the beginning of this form.

3. Comments may be given to qualify or clarify any of the answers. Comments should also be used to identify or explain what should be done to improve a situation or condition related to the item.

4. The comment sections may also be used to note any commendations and recommendations the advisory committee may wish to offer regarding the program.

5. The committee chairperson (or designee) who participated in the evaluation should sign the evaluation form.

6. The college administrator immediately responsible for the program will subsequently review the form and will sign this document to indicate that he or she has done so.

If you have any questions, contact the college administrator of occupational education.

FORM 3
Revised
9/7/84

CHECK ALL APPROPRIATE STATEMENTS FOR EACH ITEM

1. The goals (or purposes or objectives) of this occupational program:

   |__| a. Are for entry level employment, as specified by employers.

   |__| b. Are for employment at higher than entry level, as specified by employers.

   |__| c. Provide for skill development matching industry job specifications.

   |__| d. Are adequate to provide a quality program.

   |__| e. May be improved by implementing modifications which have been identified by the advisory committee.

   |__| f. Have not recently been reviewed by the advisory committee.

   Comments

   _____

   _____

2. The curriculum for this program:

   |__| a. Contains written course outlines which are adequate to provide quality instruction.

   |__| b. Provides for training to meet current job specifications.

   |__| c. Appears to be designed so that students learn or acquire knowledge, skills, and abilities efficiently.

   |__| d. May be improved by implementing modifications identify by the advisory committee.

   |__| e. Must be changed if the program is to meet minimum standards for employment specified by employers.

   |__| f. Has not recently been reviewed by the advisory committee.

   Comments

   _____

   _____

3. The equipment and facilities (classrooms, laboratories, etc.) for this program:

   |__| a. Are adequate to provide quality instruction for the current enrollment served.

   |__| b. Are maintained to meet acceptable safety standards.

   |__| c. May be improved by implementing modifications identified by the advisory committee.

   |__| d. Must be improved if the program is to meet minimum standards for employment specified by employers.

   |__| e. Will require additional expenditure during each of the next ____ year(s), if the program is to be properly maintained in accordance with the needs of industry.

   |__| f. Have not recently been inspected by the advisory committee.

   Comments

   _____

   _____

4. The annual operational budget for this program, exclusive of capital outlay for equipment and facilities:

   |__| a. Is adequate to provide quality instruction which addresses employers' specifications and needs.

   |__| b. Needs to be augmented or modified to address needs of the program identified by the advisory committee.

   |__| c. Needs to be increased if the program is to be properly maintained in accordance with the needs of industry.

   |__| d. Has not recently been considered by the advisory committee.

   Comments

   _____

   _____

5. Follow-up data about the number of students who complete the program and are employed in a field related to training OR who pursue additional education:

- [ ] a. Are not available.
- [ ] b. Have been provided by college staff.
- [ ] c. Have been reviewed and discussed by the advisory committee.
- [ ] d. Are inadequate to warrant recommendations.
- [ ] e. Appear to justify continuing the program, in the opinion of the advisory committee.
- [ ] f. Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.
- [ ] g. Suggest the need for program modification, in the opinion of the advisory committee.

Comments

_____

_____

6. Follow-up data about the number of students who leave without completing the program and are employed in a field related to training OR who pursue additional education:

- [ ] a. Are not available.
- [ ] b. Have been provided by college staff.
- [ ] c. Have been reviewed and discussed by the advisory committee.
- [ ] d. Are inadequate to warrant recommendations.
- [ ] e. Appear to justify continuing the program, in the opinion of the advisory committee.
- [ ] f. Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.
- [ ] g. Suggest the need for program modification, in the opinion of the advisory committee.

Comments

_____

_____

7. Considering the geographic area this program is designed to serve, in the opinion of the advisory committee employment demand for persons trained in this program is:

   |__| a. Greater than the supply available for employment.

   |__| b. Approximately the same as the supply available for employment.

   |__| c. Less than the supply available for employment.

   |__| d. Supported by a local labor market survey.

   |__| e. Unknown.

   Comments

   _____

   _____

8. The advisory committee is generally satisfied that the students who complete the requirements of the program are able to perform successfully the competencies required by employers.

   |__| a. Yes.

   |__| b. No.

   |__| c. Don't know.

   Comments

   _____

   _____

9. This program:

- [ ] a. Does not duplicate a comparable employment program in the geographic area this program is designed to serve.
- [ ] b. Duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.
- [ ] c. May unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.

Comments

_____

_____

10. In the opinion of the advisory committee, all of the instructors in this program:

- [ ] a. Have occupational competency to teach the subject.
- [ ] b. Have appropriate employment experience related to the program.
- [ ] c. Possess recent employment experience related to the program.
- [ ] d. Have had recent inservice training opportunities sufficient to meet their needs.
- [ ] e. Have not recently been considered by the advisory committee.

Comments

_____

_____

FORM 3
Revised
9/7/84

Advisory committee chairperson (or designee) who participated in the evaluation:

Name _____ Title _____

Signature _____ Date _____

*Please attach a list of all advisory committee members and check those who participated in this evaluation.

College administrator immediately responsible for the program:

Name _____ Title _____

Signature _____ Date _____

College administrator comments, if any:

Appendix E
Administrator Evaluation Form Results

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Administrator Evaluation Form

TOP Discipline 01: Agriculture and Natural Resources

1983-84 Results Based on 9 Colleges. 7/11/85

(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Occupational Education Goals	0.0	0.0	11.1	77.8	11.1	0.0
2: Use of Student Follow-up Information	11.1	0.0	11.1	66.7	0.0	11.1
3: Coordination with Other Community Programs and Agencies	0.0	0.0	11.1	33.3	55.6	0.0
4: Special Provisions for Disadvantaged Students	0.0	0.0	0.0	44.4	44.4	11.1
5: Special Provisions for Handicapped Students	0.0	0.0	0.0	50.0	38.9	11.1
6: Special Provisions for Reentry Students	0.0	0.0	11.1	55.6	33.3	0.0
7: Efforts to Achieve Gender Equity	0.0	0.0	0.0	55.6	44.4	0.0
8: Emphasis on Counseling and Guidance	0.0	0.0	11.1	77.8	11.1	0.0
9: Program Availability and Accessibility	0.0	11.1	0.0	33.3	55.6	0.0
10: Promotion of Occupational Education as a Vital College Function	0.0	11.1	11.1	55.6	22.2	0.0
11: Number of Instructors	11.1	0.0	0.0	55.6	33.3	0.0
12: Qualifications of Instructional Staff	0.0	0.0	0.0	22.2	77.8	0.0

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Administrator Evaluation Form

TOP Discipline 02: Architecture and Environmental Design

1983-84 Results Based on 5 Colleges. 7/11/85

(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Occupational Education Goals	0.0	0.0	20.0	60.0	20.0	0.0
2: Use of Student Follow-up Information	0.0	20.0	40.0	0.0	40.0	0.0
3: Coordination with Other Community Programs and Agencies	0.0	0.0	0.0	60.0	40.0	0.0
4: Special Provisions for Disadvantaged Students	0.0	0.0	0.0	40.0	60.0	0.0
5: Special Provisions for Handicapped Students	0.0	0.0	0.0	60.0	40.0	0.0
6: Special Provisions for Reentry Students	0.0	0.0	0.0	40.0	60.0	0.0
7: Efforts to Achieve Gender Equity	0.0	0.0	0.0	60.0	40.0	0.0
8: Emphasis on Counseling and Guidance	0.0	0.0	20.0	0.0	80.0	0.0
9: Program Availability and Accessibility	0.0	0.0	0.0	40.0	60.0	0.0
10: Promotion of Occupational Education as a Vital College Function	0.0	0.0	0.0	50.0	50.0	0.0
11: Number of Instructors	0.0	0.0	20.0	20.0	60.0	0.0
12: Qualifications of Instructional Staff	0.0	0.0	0.0	20.0	80.0	0.0

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Administrator Evaluation Form

TOP Discipline 05: Business and Management

1983-84 Results Based on 11 Colleges. 7/11/85

(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Occupational Education Goals	0.0	13.6	0.0	50.0	36.4	0.0
2: Use of Student Follow-up Information	27.3	18.2	40.9	9.1	4.5	0.0
3: Coordination with Other Community Programs and Agencies	4.5	13.6	4.5	54.5	22.7	0.0
4: Special Provisions for Disadvantaged Students	0.0	4.5	0.0	54.5	40.9	0.0
5: Special Provisions for Handicapped Students	0.0	0.0	0.0	31.8	59.1	9.1
6: Special Provisions for Reentry Students	0.0	9.1	18.2	22.7	40.9	9.1
7: Efforts to Achieve Gender Equity	0.0	4.5	9.1	40.9	45.5	0.0
8: Emphasis on Counseling and Guidance	0.0	27.3	18.2	36.4	18.2	0.0
9: Program Availability and Accessibility	0.0	0.0	0.0	54.5	45.5	0.0
10: Promotion of Occupational Education as a Vital College Function	4.8	0.0	23.8	38.1	33.3	0.0
11: Number of Instructors	0.0	9.1	31.8	36.4	22.7	0.0
12: Qualifications of Instructional Staff	0.0	0.0	0.0	40.0	60.0	0.0

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Administrator Evaluation Form

TOP Discipline 06: Communications

1983-84 Results Based on 4 Colleges. 7/11/85

(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Occupational Education Goals	0.0	0.0	25.0	50.0	25.0	0.0
2: Use of Student Follow-up Information	0.0	0.0	0.0	75.0	25.0	0.0
3: Coordination with Other Community Programs and Agencies	0.0	0.0	0.0	50.0	50.0	0.0
4: Special Provisions for Disadvantaged Students	0.0	0.0	0.0	25.0	75.0	0.0
5: Special Provisions for Handicapped Students	0.0	0.0	12.5	37.5	50.0	0.0
6: Special Provisions for Reentry Students	0.0	0.0	0.0	25.0	75.0	0.0
7: Efforts to Achieve Gender Equity	0.0	0.0	0.0	37.5	62.5	0.0
8: Emphasis on Counseling and Guidance	0.0	0.0	0.0	50.0	50.0	0.0
9: Program Availability and Accessibility	0.0	0.0	0.0	25.0	75.0	0.0
10: Promotion of Occupational Education as a Vital College Function	0.0	0.0	0.0	75.0	25.0	0.0
11: Number of Instructors	0.0	0.0	25.0	50.0	25.0	0.0
12: Qualifications of Instructional Staff	0.0	0.0	0.0	37.5	62.5	0.0

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Administrator Evaluation Form

TOP Discipline 07: Computer and Information Science

1983-84 Results Based on 12 Colleges. 7/11/85

(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Occupational Education Goals	0.0	0.0	16.7	50.0	33.3	0.0
2: Use of Student Follow-up Information	33.3	0.0	50.0	16.7	0.0	0.0
3: Coordination with Other Community Programs and Agencies	0.0	25.0	16.7	41.7	16.7	0.0
4: Special Provisions for Disadvantaged Students	0.0	8.3	16.7	33.3	33.3	8.3
5: Special Provisions for Handicapped Students	0.0	0.0	8.3	50.0	33.3	8.3
6: Special Provisions for Reentry Students	0.0	0.0	8.3	41.7	33.3	16.7
7: Efforts to Achieve Gender Equity	0.0	0.0	0.0	50.0	50.0	0.0
8: Emphasis on Counseling and Guidance	0.0	8.3	16.7	33.3	41.7	0.0
9: Program Availability and Accessibility	0.0	0.0	8.3	50.0	41.7	0.0
10: Promotion of Occupational Education as a Vital College Function	0.0	8.3	8.3	50.0	33.3	0.0
11: Number of Instructors	0.0	8.3	0.0	58.3	33.3	0.0
12: Qualifications of Instructional Staff	0.0	0.0	8.3	50.0	41.7	0.0

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Administrator Evaluation Form

TOP Discipline 09: Engineering and Related Technologies

1983-84 Results Based on 9 Colleges. 7/11/85

(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Occupational Education Goals	0.0	0.0	22.2	47.5	30.3	0.0
2: Use of Student Follow-up Information	2.2	7.0	62.7	22.1	3.8	2.2
3: Coordination with Other Community Programs and Agencies	0.0	0.0	24.5	56.3	19.2	0.0
4: Special Provisions for Disadvantaged Students	0.0	0.0	11.1	41.2	47.6	0.0
5: Special Provisions for Handicapped Students	0.0	0.0	12.7	50.8	36.5	0.0
6: Special Provisions for Reentry Students	0.0	0.0	0.0	25.7	72.1	2.2
7: Efforts to Achieve Gender Equity	0.0	2.2	2.2	43.2	48.6	3.8
8: Emphasis on Counseling and Guidance	0.0	2.2	24.5	48.6	24.7	0.0
9: Program Availability and Accessibility	0.0	0.0	2.2	65.9	31.9	0.0
10: Promotion of Occupational Education as a Vital College Function	2.2	0.0	24.5	26.3	47.0	0.0
11: Number of Instructors	2.2	0.0	17.1	53.7	27.0	0.0
12: Qualifications of Instructional Staff	0.0	0.0	1.8	23.8	74.5	0.0

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Administrator Evaluation Form

TOP Discipline 10: Fine and Applied Arts

1983-84 Results Based on 5 Colleges. 7/11/85

(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Occupational Education Goals	0.0	0.0	20.0	60.0	20.0	0.0
2: Use of Student Follow-up Information	0.0	20.0	0.0	30.0	30.0	20.0
3: Coordination with Other Community Programs and Agencies	0.0	0.0	33.3	22.2	44.4	0.0
4: Special Provisions for Disadvantaged Students	0.0	0.0	0.0	40.0	60.0	0.0
5: Special Provisions for Handicapped Students	0.0	0.0	0.0	50.0	50.0	0.0
6: Special Provisions for Reentry Students	0.0	0.0	0.0	50.0	50.0	0.0
7: Efforts to Achieve Gender Equity	0.0	0.0	0.0	40.0	60.0	0.0
8: Emphasis on Counseling and Guidance	0.0	0.0	0.0	60.0	40.0	0.0
9: Program Availability and Accessibility	0.0	0.0	0.0	50.0	50.0	0.0
10: Promotion of Occupational Education as a Vital College Function	0.0	0.0	0.0	30.0	70.0	0.0
11: Number of Instructors	0.0	0.0	40.0	50.0	10.0	0.0
12: Qualifications of Instructional Staff	0.0	0.0	20.0	0.0	80.0	0.0

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Administrator Evaluation Form

TOP Discipline 12: Health

1983-84 Results Based on 12 Colleges. 7/11/85

(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Occupational Education Goals	0.0	0.0	8.4	23.8	67.8	0.0
2: Use of Student Follow-up Information	0.0	1.9	32.2	31.3	34.6	0.0
3: Coordination with Other Community Programs and Agencies	0.0	0.9	12.6	24.8	61.7	0.0
4: Special Provisions for Disadvantaged Students	0.0	0.0	9.3	49.1	41.6	0.0
5: Special Provisions for Handicapped Students	1.0	0.0	9.2	75.5	14.3	0.0
6: Special Provisions for Reentry Students	0.0	0.0	0.0	50.5	49.5	0.0
7: Efforts to Achieve Gender Equity	0.0	0.0	0.0	58.8	37.0	4.2
8: Emphasis on Counseling and Guidance	4.2	0.0	0.9	71.3	18.5	5.1
9: Program Availability and Accessibility	0.0	0.0	20.8	28.7	50.5	0.0
10: Promotion of Occupational Education as a Vital College Function	0.0	4.2	14.4	25.5	56.0	0.0
11: Number of Instructors	0.9	0.0	5.1	46.3	47.7	0.0
12: Qualifications of Instructional Staff	0.0	0.0	0.0	6.0	94.0	0.0

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Administrator Evaluation Form

TOP Discipline 13: Consumer Education and Home Economics

1983-84 Results Based on 7 Colleges. 7/11/85

(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Occupational Education Goals	14.3	0.0	0.0	57.1	28.6	0.0
2: Use of Student Follow-up Information	0.0	16.7	33.3	41.7	0.0	8.3
3: Coordination with Other Community Programs and Agencies	0.0	0.0	14.3	50.0	35.7	0.0
4: Special Provisions for Disadvantaged Students	0.0	0.0	42.9	7.1	50.0	0.0
5: Special Provisions for Handicapped Students	0.0	0.0	35.7	14.3	50.0	0.0
6: Special Provisions for Reentry Students	0.0	0.0	0.0	28.6	71.4	0.0
7: Efforts to Achieve Gender Equity	0.0	0.0	21.4	42.9	35.7	0.0
8: Emphasis on Counseling and Guidance	0.0	0.0	42.9	57.1	0.0	0.0
9: Program Availability and Accessibility	0.0	0.0	14.3	71.4	14.3	0.0
10: Promotion of Occupational Education as a Vital College Function	0.0	0.0	7.1	28.6	57.1	7.1
11: Number of Instructors	0.0	14.3	14.3	42.9	28.6	0.0
12: Qualifications of Instructional Staff	0.0	0.0	14.3	0.0	85.7	0.0

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Administrator Evaluation Form

TOP Discipline 21: Public Affairs and Services

1983-84 Results Based on 12 Colleges. 7/11/85

(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Occupational Education Goals	0.0	0.0	0.0	31.8	68.2	0.0
2: Use of Student Follow-up Information	8.3	9.5	32.3	30.5	19.3	0.0
3: Coordination with Other Community Programs and Agencies	0.0	0.0	2.8	48.7	47.3	1.2
4: Special Provisions for Disadvantaged Students	1.2	2.9	0.0	29.1	66.9	0.0
5: Special Provisions for Handicapped Students	1.2	5.4	4.0	30.9	58.7	0.0
6: Special Provisions for Reentry Students	1.2	0.0	1.2	52.1	45.5	0.0
7: Efforts to Achieve Gender Equity	0.0	0.0	1.2	37.9	60.9	0.0
8: Emphasis on Counseling and Guidance	0.0	0.0	19.5	47.5	33.1	0.0
9: Program Availability and Accessibility	0.0	4.2	1.7	38.7	55.5	0.0
10: Promotion of Occupational Education as a Vital College Function	0.0	4.2	6.1	47.4	42.3	0.0
11: Number of Instructors	0.0	10.0	11.2	36.0	42.8	0.0
12: Qualifications of Instructional Staff	0.0	0.0	0.0	5.6	93.2	1.2

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Administrator Evaluation Form

TOP Discipline 30: Commercial Services

1983-84 Results Based on 5 Colleges. 7/11/85

(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Occupational Education Goals	0.0	0.0	0.0	20.0	80.0	0.0
2: Use of Student Follow-up Information	20.0	0.0	20.0	60.0	0.0	0.0
3: Coordination with Other Community Programs and Agencies	0.0	0.0	0.0	10.0	90.0	0.0
4: Special Provisions for Disadvantaged Students	0.0	20.0	0.0	30.0	50.0	0.0
5: Special Provisions for Handicapped Students	0.0	0.0	0.0	20.0	80.0	0.0
6: Special Provisions for Reentry Students	0.0	0.0	0.0	40.0	60.0	0.0
7: Efforts to Achieve Gender Equity	0.0	0.0	0.0	50.0	50.0	0.0
8: Emphasis on Counseling and Guidance	0.0	0.0	20.0	50.0	30.0	0.0
9: Program Availability and Accessibility	0.0	0.0	0.0	40.0	60.0	0.0
10: Promotion of Occupational Education as a Vital College Function	0.0	20.0	0.0	0.0	80.0	0.0
11: Number of Instructors	0.0	0.0	0.0	60.0	40.0	0.0
12: Qualifications of Instructional Staff	0.0	0.0	0.0	20.0	80.0	0.0

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Administrator Evaluation Form

Total of All TOP Disciplines

1983-84 Results Based on 92 Disciplines Reported 7/11/85

(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Occupational Education Goals	1.1	1.6	9.8	46.2	41.3	0.0
2: Use of Student Follow-up Information	11.2	7.7	33.9	31.2	13.0	3.0
3: Coordination with Other Community Programs and Agencies	0.5	5.0	11.0	41.4	41.8	0.2
4: Special Provisions for Disadvantaged Students	0.2	3.1	7.7	38.1	48.7	2.2
5: Special Provisions for Handicapped Students	0.3	0.7	7.3	44.6	43.9	3.3
6: Special Provisions for Reentry Students	0.2	1.1	4.5	43.9	49.9	3.5
7: Efforts to Achieve Gender Equity	0.0	1.3	3.1	47.3	47.4	0.9
8: Emphasis on Counseling and Guidance	0.5	4.6	15.9	50.1	28.2	0.7
9: Program Availability and Accessibility	0.0	1.6	5.3	45.1	47.9	0.0
10: Promotion of Occupational Education as a Vital College Function	0.8	4.4	10.7	39.4	44.2	0.6
11: Number of Instructors	1.4	4.6	13.6	46.4	34.0	0.0
12: Qualifications of Instructional Staff	0.0	0.0	3.5	20.9	75.5	0.2

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Comments from Form 1: Administrator Evaluation Form

All Comments Reported

7/11/85

TOP Discipline 07: Computer and Information Science

Item 1: Use of Occupational Education Goals
07 01 AS EVERY COURSE OUTLINE IS REVISED, GOALS & OBJECTIVES WILL BE CLEARLY STATED
07 01 PROGRAM IS EMERGING MORE AS OCCUP FIELD. PREVIOUSLY SERVICE TO OTHER FIELDS

Item 2: Use of Student Follow-up Information
07 02 RELIES ON AN INFORMAL NETWORK OF LOCAL EMPLOYERS & EMPLOYEES
07 02 AT THIS TIME THERE HAVE BEN NO FOLLOW-UP STUDIES MADE
07 02 THERE IS NO FOLLOWUP ON STUDENTS WHO LEAVE OR DO NOT COMPLETE PROGRAM OR COURSE
07 02 PREVIOUSLY NOT A HIGH PRIORITY
07 02 SOME ATTEMPTS HAVE BEEN MADE; HOWEVER DIVERSITY OF STUDENT POPULATION MAKES DIFF

Item 3: Coordination with Other Community Programs and Agencies
07 03 SOME COMMUNICATION WITH 4-YR SCHOOLS BUT LIMITED
07 03 IMPROVING

Item 4: Special Provisions for Disadvantaged Students
07 04 STARTING TO RECOGNIZE THOSE NEEDS & MAKE PROVISIONS FOR THOSE STUDENTS IN LAB
07 04 MANY SERVICES AVAILABLE

Item 5: Special Provisions for Handicapped Students
07 05 CERTAIN TERMINALS FOR HANDICAPPED - MODIFYING COURSES FOR THEM
07 05 MANY SERVICES AVAILABLE
07 05 SPECIAL EQUIPMENT & HELP WITH LAB ASSISTANTS

Item 6: Special Provisions for Reentry Students
07 06 GREAT DEAL OF EMPHASIS BY COLLEGE; NO SPECIAL CLASSES OR EFFORT IN CS OFFERINGS
07 06 MANY SERVICES AVAILABLE

Item 7: Efforts to Achieve Gender Equity
07 07 WE HAVE ADDED FEMALE INSTRUCTOR & FEMALE LAB AIDE

Item 8: Emphasis on Counseling and Guidance
07 08 SEVERELY RESTRICTED EVENING COUNSELING AND NONE FOR WEEKEND STUDENTS

Item 9: Program Availability and Accessibility
07 09 PREREQUISITES ARE REALISTIC-NO DISCOURAGING STUDENTS TO ENTER. HAVE PAID AIDES

Item 10: Promotion of Occupational Education as a Vital College Function
07 10 WE HAVE A COLLEGE ADMINISTRATION INTERESTED IN VOC ED & INFORMING THE PUBLIC
07 10 EMPHASIS IS PRIMARILY ON ACADEMIC STUDIES AT THIS COLLEGE--VOCATIONAL SECONDARY

Item 11: Number of Instructors
07 11 AT LEAST 1 ADDITIONAL INSTRUCTOR NEEDED PLUS PARAPROFESSIONAL FULL TIME FOR LAB
07 11 WE HAVE ADEQUATE STAFF FOR DAY CLASSES. STAFF LACKS TIME FOR FOLLOWUP & PLACE

Item 12: Qualifications of Instructional Staff
07 12 RESTRICTED TRAVEL FUNDS SEVERELY LIMIT INSTRUCTOR ACCESS TO RECENT INNOVATIONS
07 12 INSTRUCTORS NEED RELEASE TIME TO UPGRADE THEIR SKILLS

07 12 IMPROVING

Chief Strengths of the Program
07 13 STUDENTS OFFERED AN EXCELLENT VARIETY OF PROGRAMMING LANGUAGES
07 13 IT PROVIDES GOOD 2-YEAR VOCATIONAL MAJOR AS WELL AS LOWERDIVISION REQUIREMENTS
07 13 A VERY STUDENT ORIENTED STAFF
07 13 WE TEACH MANY LANGUAGES
07 13 STAFF IS DEDICATED--WILLING TO SPEND TIME TO UPGRADE THEIR CLASSES
07 13 WE HAVE GOOD LABORATORY FACILITIES--GOOD EQUIPMENT
07 13 COMMITTED, CONCERNED FACULTY
07 13 BROAD CURRICULUM OFFERINGS
07 13 THE COORDINATION EFFORTS ON THE PART OF THE DEPT CHAIR, BEVERLY BLAYLOCK
07 13 THE DIVERSE NUMBER OF COURSES & PROGRAMS WITHIN THIS DISCIPLINE
07 13 THE HIGH LEVEL OF QUALITY INSTRUCTION
07 13 THOROUGH TRAINING IN COBOL LANGUAGE
07 13 PREPARATION FOR EMPLOYMENT AND/OR COMPLETING BS DEGREE
07 13 GROWTH IN FUTURE, VARIED OPPORTUNITIES, INTEGRAL TO MANY OTHER FIELDS
07 13 ADEQUATE FACILITY--RECENTLY UPGRADED HARDWARE
07 13 LARGE VARIETY OF JOBS WITHIN THE COUNTY AVAILABLE FOR STUDENTS COMPLETING THE PR
07 13 STRONG INSTRUCTIONAL STAFF SUPPORTED BY GOOD ADMINISTRATIVE EFFORT
07 13 COMPUTER TEACHING FACILITIES ARE EXCELLENT AND ARE "STATE-OF-THE ART"
07 13 FULL-TIME TEACHING STAFF ARE HIGHLY QUALIFIED TECHNICALLY & ARE EXCELLENT TEACHE
07 13 INSTRUCTORS
07 13 EQUIPMENT
07 13 LAB ASSISTANTS
07 13 INSTRUCTOR QUALIFICATION
07 13 UP-TO-DATE EQUIPMENT
07 13 DEDICATION OF INSTRUCTORS TO A QUALITY PROGRAM
07 13 COURSES WHERE STUDENTS CAN LEARN MARKETABLE SKILLS OR PREPARE TO TRANSFER TO UNI
07 13 EQUIPMENT WHICH IS CURRENTLY BEING USED IN INDUSTRY
07 13 THE VERY HIGH QUALITY OF THE INSTRUCTORS & YHEIR RELEVANT (INDUSTRY-RELATED) BAC
07 13 THE NUMBER, DIVERSITY, QUALITY & RELEVANCE OF OUR COURSES

Major Improvements Needed
07 14 ADDITIONAL STAFF & EQUIPMENT NEEDED IN BOTH "MAIN FRAME" PROGRAM & NEW "MICRO"
07 14 WE HAVE TO DO A LOT MORE IN MICROCOMPUTERS--MUST UPGRADMICROS & EXPAND LAB
07 14 PROVIDE MONEYTO UPGRADE THE C.S. STAFF
07 14 WILL HAVE TO HAVE MATH REQUIREMENTS & SHOULD HAVE MORE BUSINESS ORIENTED CLASSES
07 14 MICROCOMPUTER LAB
07 14 IMPROVE CONSISTENCY BETWEEN DAY & EVENING (PART-TIME) INSTRUCTION
07 14 MORE EQUIPMENT AND SOFTWARE ARE NEEDED
07 14 THE COLLEGE NEEDS SEVERAL MORE FULL-TIME FACULTY IN THE AREA OF CSIS
07 14 COMPLETE PC LABS
07 14 INCREASED FUNDING FOR EQUIPMENT AND SUPPORT PERSONNEL
07 14 MECHANISM TO DEAL WITH THE PACE OF CHANGE IN CURRICULUM, EQUIPMENT
07 14 CRITICAL NEED FOR MORE HARDWARE--ESPECIALLY MICROCOMPUTERS
07 14 ADDITIONAL OUTLETS FOR HANDS-ON APPLICATION WOULD HELP MANY MORE STUDENTS
07 14 UPDATE OF CURRICULUM NEEDED
07 14 ADDITIONAL CLASSROOMS EQUIPPED WITH MONITORS
07 14 MORE AVAILABLE PART-TIME TEACHING STAFF
07 14 BETTER PLACEMENT AND FOLLOW-UP OF GRADUATES
07 14 UPDATE EQUIPMENT AND SOFTWARE
07 14 BETTER COMMUNITY AWARENESS ABOUT OUR VOCATIONAL PROGRAM
07 14 BETTER PHYSICAL CONDITIONS (AREA NOW BEING USED IS CROWDED)
07 14 IMPROVED FOLLOW-UP DATA ON COMPLETERS & LEAVERS
07 14 IMPROVED COUNSELING PROGRAM FOR STUDENTS MAJORING IN COMPUTER INFORMATION SYSTEM
07 14 NEED TO DO STUDENT FOLLOW-UP IN THIS AREA
07 14 OUR COORDINATION WITH OTHER AREAS IS NOT YET WHAT IT SHOULD BE

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Comments from Form 1: Administrator Evaluation Form

Comments Related to Handicapped Students

7/11/85

TOP Discipline 09: Engineering and Related Technologies

Item 5: Special Provisions for Handicapped Students

09 05	HELP IS AVAILABLE BUT NOT WELL COORDINATED
09 05	PROGRAM PROVIDES EXTRA SUPERVISION & SUPPORT FOR HANDICAPPED STUDENTS
09 05	ALL COLLEGE SERVICES ARE AVAILABLE TO STUDENTS IN THIS PROGRAM
09 05	MOST PROGRAMS IN THIS DEPT HAVE SOME PROVISIONS FOR HANDICAPS
09 05	SUCH STUDENTS ARE ACTIVELY ENCOURAGED TO FULLY PARTICIPATE

Appendix G

Sample of Administrator Evaluation Form Comments

Related to Handicapped Students

Appendix H

Sample of Instructor Evaluation Form Results by 5-Digit Program

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

TOP PROGRAM 0953.0

1983-84 Results Based on 7 Programs. 6/11/85

(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

CRITERIA FOR QUALITY PROGRAMS	VERY POOR	POOR	BORDER-LINE	GOOD	EXCEL-LENT	DON'T KNOW
	%	%	%	%	%	%
1: Use of Measurable Program Objectives	0.0	28.6	14.3	21.4	35.7	0.0
2: Use of Measurable Learner Performance Objectives	14.3	0.0	0.0	35.7	50.0	0.0
3: Use of Information on Labor Market and Community Training Needs	0.0	14.3	0.0	71.4	14.3	0.0
4: Use of Info. on Job Performance Requirements and Industry Standards	0.0	0.0	14.3	57.1	28.6	0.0
5: Adaptation of Instructional Approaches	14.3	14.3	0.0	35.7	35.7	0.0
6: Relevance of Major-Related Courses	0.0	0.0	0.0	58.3	41.7	0.0
7: Provision for Work Experience	14.3	0.0	0.0	42.9	42.9	0.0
8: Coordination of Placement of Occupational Education Students	0.0	0.0	42.9	14.3	28.6	14.3
9: Placement Effectiveness for Students Trained with Marketable Skills	0.0	0.0	0.0	14.3	71.4	14.3
10: Provision for Direction and Coordination	0.0	0.0	0.0	50.0	50.0	0.0
11: Qualifications of Administrators and/or Supervisors	0.0	0.0	14.3	7.1	64.3	14.3
12: Number of Instructors	0.0	28.6	14.3	14.3	28.6	14.3
13: Qualifications of Instructional Staff	0.0	0.0	0.0	14.3	85.7	0.0
14: Inservice Education Opportunities	0.0	0.0	21.4	7.1	57.1	14.3
15: Use of Support Staff	16.7	0.0	8.3	50.0	25.0	0.0
16: Adequacy and Availability of Instructional Equipment	0.0	42.9	14.3	7.1	35.7	0.0
17: Adequacy of Instructional Facilities	0.0	0.0	14.3	50.0	35.7	0.0
18: Use of Instructional Facilities and Equipment	0.0	0.0	28.6	28.6	42.9	0.0
19: Adequacy and Availability of Instruc. Materials & Library Resource	0.0	0.0	28.6	35.7	35.7	0.0
20: Use of Advisory Committee	14.3	0.0	0.0	0.0	71.4	14.3
21: Provisions in Current Operating Budget	7.1	21.4	14.3	14.3	28.6	14.3
22: Provision in Capitol Outlay Budget	14.3	14.3	0.0	42.9	14.3	14.3

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

TOP PROGRAM 09 ALL

1983-84 Results Based on 21 Programs. 6/11/85

(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

CRITERIA FOR QUALITY PROGRAMS	VERY POOR	POOR	BORDER-LINE	GOOD	EXCEL-LENT	DON'T KNOW
	%	%	%	%	%	%
1: Use of Measurable Program Objectives	0.0	9.5	19.1	46.8	20.6	4.0
2: Use of Measurable Learner Performance Objectives	4.8	0.0	0.0	67.5	27.8	0.0
3: Use of Information on Labor Market and Community Training Needs	0.0	9.5	0.0	75.4	15.1	0.0
4: Use of Info. on Job Performance Requirements and Industry Standards	0.0	0.0	14.3	54.8	30.9	0.0
5: Adaptation of Instructional Approaches	4.8	4.8	27.8	30.2	31.0	1.6
6: Relevance of Major-Related Courses	5.0	5.8	5.0	30.0	49.2	5.0
7: Provision for Work Experience	4.9	4.9	4.9	56.9	28.5	0.0
8: Coordination of Placement of Occupational Education Students	0.8	9.7	32.3	22.6	29.8	4.8
9: Placement Effectiveness for Students Trained with Marketable Skills	0.0	4.8	4.8	26.2	54.8	9.5
10: Provision for Direction and Coordination	0.0	0.0	22.0	39.0	37.4	1.6
11: Qualifications of Administrators and/or Supervisors	0.0	0.0	9.8	39.8	45.5	4.9
12: Number of Instructors	12.2	17.1	22.8	14.6	28.5	4.9
13: Qualifications of Instructional Staff	0.0	0.0	2.4	23.8	73.8	0.0
14: Inservice Education Opportunities	0.8	15.1	16.7	26.2	34.9	6.3
15: Use of Support Staff	20.0	13.3	11.7	41.7	13.3	0.0
16: Adequacy and Availability of Instructional Equipment	4.8	19.1	27.0	25.4	23.8	0.0
17: Adequacy of Instructional Facilities	5.6	11.9	13.5	34.9	34.1	0.0
18: Use of Instructional Facilities and Equipment	4.8	7.1	16.7	36.5	34.9	0.0
19: Adequacy and Availability of Instruc. Materials & Library Resource	2.4	5.6	15.9	54.0	22.2	0.0
20: Use of Advisory Committee	9.5	4.8	0.0	26.2	42.8	16.7
21: Provisions in Current Operating Budget	7.1	15.1	27.0	21.4	19.8	9.5
22: Provision in Capitol Outlay Budget	10.9	6.7	37.0	25.2	10.1	10.1

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

TOP Discipline 01: Agriculture and Natural Resources

1983-84 Results for 27 5-Digit Programs Reported for the Discipline.
(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.) 7/11/85

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Measurable Program Objectives	0.0	5.6	21.0	59.3	12.3	1.9
2: Use of Measurable Learner Performance Objectives	1.9	0.0	9.3	41.0	42.3	5.6
3: Use of Information on Labor Market and Community Training Needs	0.0	12.3	14.8	41.2	29.8	1.9
4: Use of Info. on Job Performance Requirements and Industry Standards	0.0	11.1	16.4	42.8	29.6	0.0
5: Adaptation of Instructional Approaches	0.0	2.5	27.5	55.2	11.1	3.7
6: Relevance of Major-Related Courses	3.7	4.3	9.9	39.6	33.2	9.3
7: Provision for Work Experience	2.6	8.5	24.1	26.3	36.7	1.9
8: Coordination of Placement of Occupational Education Students	1.9	18.5	20.9	30.4	22.8	5.6
9: Placement Effectiveness for Students Trained with Marketable Skills	0.0	3.7	3.7	60.9	29.9	1.9
10: Provision for Direction and Coordination	1.9	0.0	12.8	36.2	43.3	5.8
11: Qualifications of Administrators and/or Supervisors	1.9	0.0	4.3	32.2	57.9	3.7
12: Number of Instructors	0.0	7.7	20.0	46.7	21.8	3.8
13: Qualifications of Instructional Staff	0.0	0.0	2.5	22.3	73.3	1.9
14: Inservice Education Opportunities	9.3	11.7	18.6	35.7	21.0	3.7
15: Use of Support Staff	11.1	3.7	14.9	32.5	35.9	1.9
16: Adequacy and Availability of Instructional Equipment	0.0	17.5	30.6	33.3	18.5	0.0
17: Adequacy of Instructional Facilities	3.7	4.3	20.7	41.6	29.6	0.0
18: Use of Instructional Facilities and Equipment	0.0	0.0	2.5	60.2	37.3	0.0
19: Adequacy and Availability of Instruc. Materials & Library Resource	1.9	3.7	7.4	64.8	22.2	0.0
20: Use of Advisory Committee	0.0	0.0	20.4	34.8	44.8	0.0
21: Provisions in Current Operating Budget	3.7	11.7	34.6	39.5	1.2	9.3
22: Provision in Capitol Outlay Budget	15.7	18.8	34.1	28.4	1.2	1.9

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

TOP Discipline 02: Architecture and Environmental Design

1983-84 Results for 5 5-Digit Programs Reported for the Discipline.
(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

7/11/85

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Measurable Program Objectives	0.0	20.0	0.0	50.0	30.0	0.0
2: Use of Measurable Learner Performance Objectives	0.0	0.0	0.0	70.0	30.0	0.0
3: Use of Information on Labor Market and Community Training Needs	0.0	0.0	30.0	50.0	0.0	20.0
4: Use of Info. on Job Performance Requirements and Industry Standards	0.0	0.0	33.3	33.3	22.2	11.1
5: Adaptation of Instructional Approaches	0.0	0.0	20.0	40.0	40.0	0.0
6: Relevance of Major-Related Courses	0.0	0.0	0.0	50.0	50.0	0.0
7: Provision for Work Experience	0.0	10.0	30.0	20.0	40.0	0.0
8: Coordination of Placement of Occupational Education Students	0.0	20.0	40.0	20.0	20.0	0.0
9: Placement Effectiveness for Students Trained with Marketable Skills	0.0	0.0	10.0	70.0	20.0	0.0
10: Provision for Direction and Coordination	0.0	0.0	20.0	50.0	30.0	0.0
11: Qualifications of Administrators and/or Supervisors	0.0	0.0	0.0	30.0	70.0	0.0
12: Number of Instructors	0.0	10.0	30.0	40.0	20.0	0.0
13: Qualifications of Instructional Staff	0.0	0.0	0.0	30.0	70.0	0.0
14: Inservice Education Opportunities	0.0	20.0	50.0	30.0	0.0	0.0
15: Use of Support Staff	10.0	10.0	40.0	20.0	0.0	20.0
16: Adequacy and Availability of Instructional Equipment	0.0	10.0	50.0	20.0	20.0	0.0
17: Adequacy of Instructional Facilities	0.0	0.0	20.0	30.0	50.0	0.0
18: Use of Instructional Facilities and Equipment	0.0	0.0	0.0	66.7	33.3	0.0
19: Adequacy and Availability of Instruc. Materials & Library Resource	0.0	0.0	0.0	100.0	0.0	0.0
20: Use of Advisory Committee	0.0	0.0	10.0	50.0	40.0	0.0
21: Provisions in Current Operating Budget	0.0	20.0	50.0	20.0	10.0	0.0
22: Provision in Capitol Outlay Budget	10.0	0.0	70.0	20.0	0.0	0.0

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

TOP Discipline 05: Business and Management

1983-84 Results for 56 5-Digit Programs Reported for the Discipline.
(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.) 7/11/85

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Measurable Program Objectives	7.1	2.2	15.6	38.4	29.9	6.7
2: Use of Measurable Learner Performance Objectives	2.7	1.8	4.5	44.6	43.8	2.7
3: Use of Information on Labor Market and Community Training Needs	3.6	5.4	18.8	33.5	30.4	8.5
4: Use of Info. on Job Performance Requirements and Industry Standards	2.2	6.3	7.1	37.5	34.4	12.5
5: Adaptation of Instructional Approaches	0.0	4.5	12.9	43.3	36.6	2.7
6: Relevance of Major-Related Courses	2.2	4.5	10.7	47.3	29.5	5.8
7: Provision for Work Experience	5.1	10.2	5.6	48.6	21.8	8.8
8: Coordination of Placement of Occupational Education Students	6.7	8.0	17.0	34.8	18.3	15.2
9: Placement Effectiveness for Students Trained with Marketable Skills	0.0	6.3	13.4	32.6	24.6	23.2
10: Provision for Direction and Coordination	0.4	13.8	10.7	42.4	26.3	6.3
11: Qualifications of Administrators and/or Supervisors	0.4	1.8	6.3	28.1	61.2	2.2
12: Number of Instructors	3.6	10.8	20.3	31.1	33.8	0.5
13: Qualifications of Instructional Staff	0.0	0.0	0.0	38.8	60.3	0.9
14: Inservice Education Opportunities	4.5	17.0	18.8	42.4	11.2	6.3
15: Use of Support Staff	9.3	19.2	23.8	22.4	16.4	8.9
16: Adequacy and Availability of Instructional Equipment	3.7	7.5	15.0	42.1	29.0	2.8
17: Adequacy of Instructional Facilities	0.0	9.1	6.8	59.5	22.7	1.8
18: Use of Instructional Facilities and Equipment	0.0	1.8	9.6	52.8	30.3	5.5
19: Adequacy and Availability of Instruc. Materials & Library Resource	0.9	10.7	15.2	53.6	19.6	0.0
20: Use of Advisory Committee	4.5	11.6	22.3	33.0	23.7	4.9
21: Provisions in Current Operating Budget	7.1	16.5	21.0	29.9	3.6	21.9
22: Provision in Capitol Outlay Budget	4.6	19.3	11.0	32.6	1.8	30.7

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

TOP Discipline 06: Communications

1983-84 Results for 5 5-Digit Programs Reported for the Discipline.
(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.) 7/11/85

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Measurable Program Objectives	20.0	0.0	40.0	10.0	30.0	0.0
2: Use of Measurable Learner Performance Objectives	20.0	0.0	20.0	30.0	30.0	0.0
3: Use of Information on Labor Market and Community Training Needs	0.0	0.0	20.0	40.0	40.0	0.0
4: Use of Info. on Job Performance Requirements and Industry Standards	0.0	20.0	0.0	50.0	30.0	0.0
5: Adaptation of Instructional Approaches	0.0	0.0	20.0	40.0	40.0	0.0
6: Relevance of Major-Related Courses	0.0	0.0	20.0	40.0	40.0	0.0
7: Provision for Work Experience	0.0	0.0	0.0	40.0	60.0	0.0
8: Coordination of Placement of Occupational Education Students	0.0	20.0	40.0	30.0	10.0	0.0
9: Placement Effectiveness for Students Trained with Marketable Skills	0.0	0.0	0.0	50.0	50.0	0.0
10: Provision for Direction and Coordination	0.0	0.0	40.0	40.0	0.0	20.0
11: Qualifications of Administrators and/or Supervisors	0.0	0.0	10.0	60.0	30.0	0.0
12: Number of Instructors	0.0	20.0	30.0	50.0	0.0	0.0
13: Qualifications of Instructional Staff	0.0	0.0	0.0	20.0	80.0	0.0
14: Inservice Education Opportunities	0.0	20.0	30.0	30.0	20.0	0.0
15: Use of Support Staff	20.0	0.0	20.0	30.0	30.0	0.0
16: Adequacy and Availability of Instructional Equipment	0.0	40.0	0.0	20.0	40.0	0.0
17: Adequacy of Instructional Facilities	0.0	40.0	0.0	0.0	60.0	0.0
18: Use of Instructional Facilities and Equipment	0.0	0.0	20.0	20.0	60.0	0.0
19: Adequacy and Availability of Instruc. Materials & Library Resource	0.0	0.0	20.0	50.0	30.0	0.0
20: Use of Advisory Committee	0.0	0.0	0.0	40.0	50.0	10.0
21: Provisions in Current Operating Budget	40.0	0.0	0.0	30.0	30.0	0.0
22: Provision in Capitol Outlay Budget	40.0	0.0	0.0	40.0	20.0	0.0

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

TOP Discipline 07: Computer and Information Science

1983-84 Results for 16 5-Digit Programs Reported for the Discipline.
(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.) 7/11/85

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Measurable Program Objectives	2.3	7.0	24.0	30.7	22.7	13.3
2: Use of Measurable Learner Performance Objectives	0.0	1.6	0.8	50.3	47.4	0.0
3: Use of Information on Labor Market and Community Training Needs	1.6	2.3	27.6	19.5	42.7	6.3
4: Use of Info. on Job Performance Requirements and Industry Standards	0.8	1.6	12.1	52.0	27.3	6.3
5: Adaptation of Instructional Approaches	0.8	3.7	26.0	46.5	23.1	0.0
6: Relevance of Major-Related Courses	3.1	2.1	11.8	40.7	28.9	13.4
7: Provision for Work Experience	0.8	25.5	18.2	29.7	25.8	0.0
8: Coordination of Placement of Occupational Education Students	11.7	35.7	6.0	19.5	14.6	12.5
9: Placement Effectiveness for Students Trained with Marketable Skills	6.4	3.2	7.4	31.1	31.9	19.9
10: Provision for Direction and Coordination	6.3	8.7	14.2	36.5	33.6	0.8
11: Qualifications of Administrators and/or Supervisors	0.0	0.8	14.6	45.0	33.1	6.5
12: Number of Instructors	6.3	33.1	6.3	29.9	24.4	0.0
13: Qualifications of Instructional Staff	0.0	0.0	15.2	40.7	44.1	0.0
14: Inservice Education Opportunities	15.6	10.7	25.0	21.6	27.1	0.0
15: Use of Support Staff	14.8	19.5	13.3	27.9	23.7	0.8
16: Adequacy and Availability of Instructional Equipment	6.3	6.3	33.1	36.0	18.4	0.0
17: Adequacy of Instructional Facilities	0.0	0.0	27.6	44.9	27.6	0.0
18: Use of Instructional Facilities and Equipment	0.0	0.8	7.1	40.4	51.7	0.0
19: Adequacy and Availability of Instruc. Materials & Library Resource	0.0	0.8	24.7	56.9	17.6	0.0
20: Use of Advisory Committee	7.0	7.8	7.0	29.4	27.9	20.8
21: Provisions in Current Operating Budget	8.0	38.3	23.1	18.9	11.7	0.0
22: Provision in Capitol Outlay Budget	13.8	26.8	22.7	33.5	3.2	0.0

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

TOP Discipline 09: Engineering and Related Technologies

1983-84 Results for 77 5-Digit Programs Reported for the Discipline.
(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.) 7/11/85

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Measurable Program Objectives	0.0	2.6	10.5	60.5	22.6	3.7
2: Use of Measurable Learner Performance Objectives	1.3	0.0	5.4	56.5	36.4	0.4
3: Use of Information on Labor Market and Community Training Needs	0.0	5.2	12.3	50.6	30.5	1.3
4: Use of Info. on Job Performance Requirements and Industry Standards	0.0	1.7	11.7	52.6	32.7	1.3
5: Adaptation of Instructional Approaches	2.6	2.6	13.6	47.4	33.3	0.4
6: Relevance of Major-Related Courses	2.7	2.9	10.0	42.7	38.0	3.8
7: Provision for Work Experience	2.7	5.3	19.3	40.4	30.2	2.2
8: Coordination of Placement of Occupational Education Students	2.8	10.4	21.3	34.8	22.6	8.0
9: Placement Effectiveness for Students Trained with Marketable Skills	0.0	1.3	3.9	39.2	45.0	10.6
10: Provision for Direction and Coordination	1.3	0.0	11.3	49.2	36.4	1.8
11: Qualifications of Administrators and/or Supervisors	0.0	0.0	2.7	29.3	65.3	2.7
12: Number of Instructors	4.6	7.9	21.9	35.8	28.5	1.3
13: Qualifications of Instructional Staff	0.0	0.0	1.3	22.9	74.5	1.3
14: Inservice Education Opportunities	2.9	12.1	9.9	36.0	33.6	5.7
15: Use of Support Staff	5.3	16.0	10.0	44.4	19.6	4.7
16: Adequacy and Availability of Instructional Equipment	1.3	11.8	22.4	38.4	26.1	0.0
17: Adequacy of Instructional Facilities	1.5	9.1	17.1	41.1	31.2	0.0
18: Use of Instructional Facilities and Equipment	1.3	1.9	16.9	41.1	36.1	2.6
19: Adequacy and Availability of Instruc. Materials & Library Resource	0.6	2.8	11.3	60.6	24.7	0.0
20: Use of Advisory Committee	2.6	3.9	5.0	35.5	46.0	6.8
21: Provisions in Current Operating Budget	5.8	14.5	22.1	34.4	14.1	9.1
22: Provision in Capitol Outlay Budget	10.8	13.0	23.3	33.6	9.7	9.7

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

TOP Discipline 10: Fine and Applied Arts

1983-84 Results for 7 5-Digit Programs Reported for the Discipline.
(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.) 7/11/85

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Measurable Program Objectives	0.0	14.3	0.0	57.1	28.6	0.0
2: Use of Measurable Learner Performance Objectives	0.0	14.3	0.0	28.6	57.1	0.0
3: Use of Information on Labor Market and Community Training Needs	0.0	14.3	0.0	28.6	57.1	0.0
4: Use of Info. on Job Performance Requirements and Industry Standards	0.0	14.3	14.3	28.6	28.6	14.3
5: Adaptation of Instructional Approaches	0.0	0.0	35.7	50.0	14.3	0.0
6: Relevance of Major-Related Courses	0.0	0.0	14.3	14.3	57.1	14.3
7: Provision for Work Experience	0.0	14.3	0.0	57.1	28.6	0.0
8: Coordination of Placement of Occupational Education Students	0.0	0.0	0.0	42.9	28.6	28.6
9: Placement Effectiveness for Students Trained with Marketable Skills	0.0	0.0	0.0	85.7	0.0	14.3
10: Provision for Direction and Coordination	0.0	0.0	0.0	42.9	28.6	28.6
11: Qualifications of Administrators and/or Supervisors	0.0	0.0	0.0	28.6	71.4	0.0
12: Number of Instructors	0.0	0.0	0.0	42.9	57.1	0.0
13: Qualifications of Instructional Staff	0.0	0.0	0.0	0.0	85.7	14.3
14: Inservice Education Opportunities	0.0	16.7	0.0	16.7	33.3	33.3
15: Use of Support Staff	21.4	7.1	14.3	28.6	28.6	0.0
16: Adequacy and Availability of Instructional Equipment	14.3	0.0	14.3	42.9	28.6	0.0
17: Adequacy of Instructional Facilities	0.0	0.0	14.3	42.9	42.9	0.0
18: Use of Instructional Facilities and Equipment	0.0	0.0	14.3	42.9	42.9	0.0
19: Adequacy and Availability of Instruc. Materials & Library Resource	0.0	0.0	14.3	14.3	57.1	14.3
20: Use of Advisory Committee	0.0	0.0	0.0	50.0	50.0	0.0
21: Provisions in Current Operating Budget	0.0	14.3	14.3	42.9	28.6	0.0
22: Provision in Capitol Outlay Budget	0.0	28.6	0.0	42.9	14.3	14.3

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

TOP Discipline 12: Health

1983-84 Results for 57 5-Digit Programs Reported for the Discipline.
(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.)

7/11/85

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Measurable Program Objectives	0.0	0.2	6.1	27.8	64.7	1.1
2: Use of Measurable Learner Performance Objectives	0.0	0.0	3.9	21.7	73.5	0.9
3: Use of Information on Labor Market and Community Training Needs	0.0	1.8	8.1	39.6	50.4	0.2
4: Use of Info. on Job Performance Requirements and Industry Standards	0.0	3.5	2.0	37.8	54.9	1.8
5: Adaptation of Instructional Approaches	0.0	1.1	12.2	50.8	34.2	1.8
6: Relevance of Major-Related Courses	1.8	3.0	8.4	24.3	56.0	6.6
7: Provision for Work Experience	4.4	0.0	1.4	9.8	84.5	0.0
8: Coordination of Placement of Occupational Education Students	4.1	8.6	17.5	29.6	27.2	12.9
9: Placement Effectiveness for Students Trained with Marketable Skills	0.0	0.0	3.3	22.5	74.2	0.0
10: Provision for Direction and Coordination	1.2	1.0	17.3	49.5	31.0	0.0
11: Qualifications of Administrators and/or Supervisors	0.9	2.3	3.5	31.5	61.6	0.2
12: Number of Instructors	5.3	9.7	8.6	44.9	30.6	0.9
13: Qualifications of Instructional Staff	0.0	0.0	1.8	17.5	79.8	0.9
14: Inservice Education Opportunities	6.0	6.4	19.4	33.7	26.6	7.9
15: Use of Support Staff	8.7	12.4	27.8	29.7	17.7	3.7
16: Adequacy and Availability of Instructional Equipment	2.9	1.0	19.5	38.7	37.9	0.0
17: Adequacy of Instructional Facilities	1.8	4.7	9.8	41.2	42.5	0.0
18: Use of Instructional Facilities and Equipment	0.0	0.6	5.6	43.0	50.9	0.0
19: Adequacy and Availability of Instruc. Materials & Library Resource	0.0	0.0	7.6	54.4	38.0	0.0
20: Use of Advisory Committee	0.0	1.8	11.2	34.1	46.3	6.5
21: Provisions in Current Operating Budget	3.1	5.4	24.3	41.5	11.9	13.7
22: Provision in Capitol Outlay Budget	2.5	6.9	24.9	42.1	11.1	12.5

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

TOP Discipline 13: Consumer Education and Home Economics

1983-84 Results for 16 5-Digit Programs Reported for the Discipline.
(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.) 7/11/85

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Measurable Program Objectives	0.0	0.0	9.4	50.0	37.5	3.1
2: Use of Measurable Learner Performance Objectives	0.0	0.0	3.1	50.0	46.9	0.0
3: Use of Information on Labor Market and Community Training Needs	3.1	6.3	9.4	28.1	43.8	9.4
4: Use of Info. on Job Performance Requirements and Industry Standards	0.0	0.0	16.7	36.7	33.3	13.3
5: Adaptation of Instructional Approaches	0.0	0.0	6.7	43.3	50.0	0.0
6: Relevance of Major-Related Courses	0.0	0.0	0.0	33.3	60.0	6.7
7: Provision for Work Experience	0.0	0.0	22.6	16.1	54.8	6.5
8: Coordination of Placement of Occupational Education Students	0.0	0.0	21.9	21.9	37.5	18.8
9: Placement Effectiveness for Students Trained with Marketable Skills	0.0	0.0	6.3	15.6	59.4	18.8
10: Provision for Direction and Coordination	3.1	0.0	0.0	34.4	50.0	12.5
11: Qualifications of Administrators and/or Supervisors	0.0	9.4	0.0	21.9	62.5	6.3
12: Number of Instructors	0.0	3.1	15.6	46.9	28.1	6.3
13: Qualifications of Instructional Staff	0.0	0.0	0.0	15.6	84.4	0.0
14: Inservice Education Opportunities	0.0	0.0	25.0	18.8	37.5	18.8
15: Use of Support Staff	3.2	19.4	6.5	38.7	19.4	12.9
16: Adequacy and Availability of Instructional Equipment	0.0	0.0	15.6	40.6	37.5	6.3
17: Adequacy of Instructional Facilities	0.0	0.0	28.1	50.0	15.6	6.3
18: Use of Instructional Facilities and Equipment	0.0	0.0	0.0	59.4	40.6	0.0
19: Adequacy and Availability of Instruc. Materials & Library Resource	0.0	3.1	9.4	40.6	46.9	0.0
20: Use of Advisory Committee	0.0	0.0	3.1	28.1	50.0	18.8
21: Provisions in Current Operating Budget	3.1	0.0	28.1	34.4	21.9	12.5
22: Provision in Capitol Outlay Budget	0.0	0.0	28.1	56.3	3.1	12.5

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

TOP Discipline 21: Public Affairs and Services

1983-84 Results for 34 5-Digit Programs Reported for the Discipline.
(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.) 7/11/85

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Measurable Program Objectives	6.0	0.0	9.0	34.3	42.5	8.2
2: Use of Measurable Learner Performance Objectives	0.0	0.0	1.5	27.9	64.7	5.9
3: Use of Information on Labor Market and Community Training Needs	0.0	7.4	9.6	32.4	46.3	4.4
4: Use of Info. on Job Performance Requirements and Industry Standards	0.0	0.0	16.9	33.8	36.0	13.2
5: Adaptation of Instructional Approaches	3.0	4.5	4.5	44.7	30.3	12.9
6: Relevance of Major-Related Courses	1.5	1.5	3.7	27.9	54.4	11.0
7: Provision for Work Experience	1.5	2.9	11.8	27.0	56.9	0.0
8: Coordination of Placement of Occupational Education Students	3.0	9.1	21.2	23.5	25.0	18.2
9: Placement Effectiveness for Students Trained with Marketable Skills	3.0	6.1	4.5	24.5	45.2	16.7
10: Provision for Direction and Coordination	0.0	10.3	5.9	37.5	38.2	8.1
11: Qualifications of Administrators and/or Supervisors	0.0	4.6	1.5	22.9	68.7	2.3
12: Number of Instructors	5.9	8.8	11.0	35.3	34.6	4.4
13: Qualifications of Instructional Staff	0.0	0.0	0.0	24.2	69.7	6.1
14: Inservice Education Opportunities	13.6	11.4	6.8	28.3	26.3	13.6
15: Use of Support Staff	9.2	9.2	8.4	26.0	29.0	18.3
16: Adequacy and Availability of Instructional Equipment	4.5	6.1	12.9	37.1	36.4	3.0
17: Adequacy of Instructional Facilities	3.0	3.0	3.3	48.7	41.9	0.0
18: Use of Instructional Facilities and Equipment	3.0	3.0	6.8	35.1	50.5	1.5
19: Adequacy and Availability of Instruc. Materials & Library Resource	0.0	6.1	6.1	41.7	43.2	3.0
20: Use of Advisory Committee	0.0	8.5	0.0	34.6	50.8	6.2
21: Provisions in Current Operating Budget	3.0	10.1	22.2	29.8	12.1	22.7
22: Provision in Capitol Outlay Budget	0.0	18.9	10.7	26.1	10.4	33.8

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

TOP Discipline 30: Commercial Services

1983-84 Results for 9 5-Digit Programs Reported for the Discipline.
(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.) 7/11/85

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Measurable Program Objectives	0.0	0.0	0.0	22.2	77.8	0.0
2: Use of Measurable Learner Performance Objectives	0.0	0.0	0.0	33.3	66.7	0.0
3: Use of Information on Labor Market and Community Training Needs	0.0	0.0	0.0	33.3	55.6	11.1
4: Use of Info. on Job Performance Requirements and Industry Standards	0.0	0.0	0.0	25.0	75.0	0.0
5: Adaptation of Instructional Approaches	0.0	0.0	25.0	37.5	37.5	0.0
6: Relevance of Major-Related Courses	0.0	0.0	0.0	25.0	62.5	12.5
7: Provision for Work Experience	0.0	11.1	0.0	33.3	55.6	0.0
8: Coordination of Placement of Occupational Education Students	0.0	0.0	0.0	50.0	50.0	0.0
9: Placement Effectiveness for Students Trained with Marketable Skills	0.0	0.0	0.0	61.1	38.9	0.0
10: Provision for Direction and Coordination	0.0	0.0	6.3	25.0	68.8	0.0
11: Qualifications of Administrators and/or Supervisors	0.0	0.0	0.0	6.3	93.8	0.0
12: Number of Instructors	0.0	0.0	0.0	50.0	50.0	0.0
13: Qualifications of Instructional Staff	0.0	0.0	0.0	16.7	83.3	0.0
14: Inservice Education Opportunities	0.0	11.1	16.7	33.3	38.9	0.0
15: Use of Support Staff	0.0	0.0	0.0	38.9	50.0	11.1
16: Adequacy and Availability of Instructional Equipment	6.3	0.0	0.0	37.5	56.3	0.0
17: Adequacy of Instructional Facilities	0.0	0.0	18.8	31.3	50.0	0.0
18: Use of Instructional Facilities and Equipment	0.0	0.0	6.3	43.8	50.0	0.0
19: Adequacy and Availability of Instruc. Materials & Library Resource	0.0	0.0	0.0	27.8	72.2	0.0
20: Use of Advisory Committee	0.0	0.0	5.6	22.2	72.2	0.0
21: Provisions in Current Operating Budget	0.0	5.6	5.6	44.4	33.3	11.1
22: Provision in Capitol Outlay Budget	0.0	12.5	12.5	37.5	12.5	25.0

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Instructor Evaluation Form

Total of All TOP Disciplines

1983-84 Results for 310 5-Digit Programs Reported for the Discipline.
(See a copy of the questionnaire itself for a complete description of the Criteria for Quality Programs.) 7/11/85

CRITERIA FOR QUALITY PROGRAMS	VERY POOR %	POOR %	BORDER-LINE %	GOOD %	EXCEL-LENT %	DON'T KNOW %
1: Use of Measurable Program Objectives	2.4	2.6	11.7	43.4	35.6	4.2
2: Use of Measurable Learner Performance Objectives	1.3	0.7	4.4	41.3	50.5	1.9
3: Use of Information on Labor Market and Community Training Needs	0.9	5.2	13.0	38.6	38.3	4.0
4: Use of Info. on Job Performance Requirements and Industry Standards	0.4	3.9	10.2	41.6	38.0	5.9
5: Adaptation of Instructional Approaches	1.0	2.7	14.8	47.0	31.9	2.6
6: Relevance of Major-Related Courses	2.0	2.7	8.5	36.6	43.1	6.9
7: Provision for Work Experience	2.8	6.3	12.0	31.5	44.8	2.6
8: Coordination of Placement of Occupational Education Students	3.8	10.7	18.4	31.3	23.9	11.8
9: Placement Effectiveness for Students Trained with Marketable Skills	0.6	2.6	5.7	36.0	44.0	11.1
10: Provision for Direction and Coordination	1.3	4.3	11.7	43.1	34.9	4.6
11: Qualifications of Administrators and/or Supervisors	0.4	1.8	3.9	29.3	62.3	2.3
12: Number of Instructors	3.8	9.7	16.1	38.5	30.2	1.7
13: Qualifications of Instructional Staff	0.0	0.0	1.6	24.7	71.9	1.8
14: Inservice Education Opportunities	5.7	11.5	16.2	33.5	25.6	7.4
15: Use of Support Staff	8.7	13.3	16.3	32.3	22.4	7.0
16: Adequacy and Availability of Instructional Equipment	2.9	7.8	19.8	37.8	30.5	1.2
17: Adequacy of Instructional Facilities	1.4	6.1	13.5	45.1	33.2	0.7
18: Use of Instructional Facilities and Equipment	0.7	1.3	9.1	45.7	41.4	1.8
19: Adequacy and Availability of Instruc. Materials & Library Resource	0.5	4.0	10.6	53.6	30.7	0.6
20: Use of Advisory Committee	1.8	4.8	10.1	34.0	42.6	6.7
21: Provisions in Current Operating Budget	5.4	12.5	23.1	34.3	11.8	13.0
22: Provision in Capitol Outlay Budget	7.0	14.0	20.7	35.2	7.4	15.7

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Comments from Form 2: Instructor Evaluation Form

All Comments Reported

6/11/85

TOP Program 0509.0

Item 1: Use of Measurable Program Objectives
0509.0 01 THE ONLY WRITTEN OBJECTIVES ARE WITHIN THE COURSE DESCRIPTIONS IN THE CATALOG

Item 3: Use of Information on Labor Market and Community Training Needs
0509.0 03 THERE HAVE BEEN NO CHANGES IN THEIR CONTENT THAT I AM AWARE OF SINCE 1978

Item 12: Number of Instructors
0509.0 12 NEED FOR A FULL TIME INSTRUCTOR A MUST; REALLY NEED 2 FULL TIME INSTRUCTORS

Item 14: Inservice Education Opportunities
0509.0 14 VERY ACTIVE WITH MARKETING CLUB & ATTEND WORKSHOPS FROM MARKETING PROFESSIONALS

Item 21: Provisions in Current Operating Budget
0509.0 21 NEED ADDITIONAL BUDGET

Item 22: Provision in Capital Outlay Budget
0509.0 22 N/A TO THIS PROGRAM

Chief Strengths of the Program:
0509.0 23 FULL-TIME INSTRUCTORS ON THIS CAMPUS, SPECIFICALLY INSTRUCTORS IN BUSINESS
0509.0 23 PART-TIME INSTRUCTORS IN SECRETARIAL EDUCATION ARE EXCELLENT
0509.0 23 OUTSTANDING MARKETING CLUB
0509.0 23 THE QUALITY OF THE TEACHING STAFF
0509.0 23 PROVIDING TRAINING TO STUDENTS WHO OTHERWISE WOULD NOT HAVE ACCESS TO THIS TYPE
0509.0 23 INSTRUCTORS
0509.0 23 GOOD ADMINISTRATION UP TO AND INCLUDING THE DEAN LEVEL
0509.0 23 INSTRUCTIONAL EQUIPMENT THAT IS USED FOR PROGRESSING STUDENTS IN THIS AREA
0509.0 23 CURRENT MARKETING COURSE OFFERINGS
0509.0 23 STUDENT CAREER NEEDS PREPARATION
0509.0 23 FINE TEACHING STAFF

Major Improvements Needed:
0509.0 24 MORE FULL-TIME INSTRUCTORS
0509.0 24 MORE FINANCIAL RESOURCES
0509.0 24 MORE COMMITMENT FROM ADMINISTRATION TO ACHIEVE THE OBJECTIVES
0509.0 24 FULL TIME TEACHER TO COORDINATE THE CLASS, COOP WORK EXPERIENCE & THE MARKETING
0509.0 24 EXPAND THE NO. OF COURSES BEYOND THE BARE MINIMUM NOW BEING OFFERED
0509.0 24 IMPROVE INSTRUCTIONAL AID SUCH AS FILMS & RESEARCH TEXTS
0509.0 24 TO IMPROVE BUDGETING FOR EQUIPMENT
0509.0 24 TO IMPROVE PLACEMENT/WORK EXPERIENCE FACILITIES
0509.0 24 NOT REALLY CERTAIN OF THE AVAILABLE FUNDING FOR EXPANDING THE PROGRAM
0509.0 24 PROGRAM DOES NOT APPEAR TO HAVE SPECIFIC GOAL (SHOULD BE EITHER TRANSFER OR JOB)
0509.0 24 SMALLER SIZE CLASSES WOULD ALLOW FOR COURSES (I.E., SALES SEMINAR, DISPLAY, RETA

BEST COPY AVAILABLE

Appendix K.

Sample of Program Advisory Committee Evaluation Form Results by 5-Digit Program

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Program Advisory Committee Evaluation Form

1983-84 Results Based on 5 Programs.

6/12/85

The data below show the percent of respondents checking each statement.

TOP PROGRAM 0948.0

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1. The goals (or purposes or objectives) of this occupational program:

   80.0% Are for entry level employment, as specified by employers.

   60.0% Are for employment at higher than entry level, as specified by employers.

   40.0% Provide for skill development matching industry job specifications.

   40.0% Are adequate to provide a quality program.

   40.0% May be improved by implementing modifications which have been identified by the advisory committee.

   20.0% Have not recently been reviewed by the advisory committee.

2. The curriculum for this program:

   60.0% Contains written course outlines which are adequate to provide quality instruction.

   60.0% Provides for training to meet current job specifications.

   60.0% Appears to be designed so that students learn or acquire knowledge, skills, and abilities efficiently.

   40.0% May be improved by implementing modifications identified by the advisory committee.

   20.0% Must be changed if the program is to meet minimum standards for employment specified by employers.

   20.0% Has not recently been reviewed by the advisory committee.

3. The equipment and facilities (classrooms, laboratories, etc.) for this program:

   60.0% Are adequate to provide quality instruction for the current enrollment served.

   80.0% Are maintained to meet acceptable safety standards.

   40.0% May be improved by implementing modifications identified by the advisory committee.

   0.0% Must be improved if the program is to meet minimum standards for employment specified by employers.

   20.0% Will require additional expenditure if the program is to be properly maintained in accordance with the needs of industry.

   0.0% Have not recently been inspected by the committee.

4. The annual operational budget for this program, exclusive of capital outlay for equipment and facilities:

   20.0% Is adequate to provide quality instruction which addresses employers' specifications and needs.

   40.0% Needs to be augmented or modified to address needs of the program identified by the advisory committee.

   40.0% Needs to be increased if the program is to be properly maintained in accordance with the needs of industry.

   20.0% Has not recently been considered by the committee.

5. Follow-up data about the number of students who complete the program and are employed in a field related to training OR who pursue additional education:

   20.0% Are not available.

   40.0% Have been provided by college staff.

   40.0% Have been reviewed and discussed by the committee.

   20.0% Are inadequate to warrant recommendations.

   80.0% Appear to justify continuing the program, in the opinion of the advisory committee.

   40.0% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

   0.0% Suggest the need for program modification, in the opinion of the advisory committee.

6. Follow-up data about the number of students who leave without completing the program and are employed in a field related to training OR who pursue additional education:

40.0% Are not available.

20.0% Have been provided by college staff.

20.0% Have been reviewed and discussed by the committee.

20.0% Are inadequate to warrant recommendations.

80.0% Appear to justify continuing the program, in the opinion of the advisory committee.

40.0% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

0.0% Suggest the need for program modification, in the opinion of the advisory committee.

7. Considering the geographic area this program is designed to serve, in the opinion of the advisory committee employment demand for persons trained in this program is:

60.0% Greater than the supply available for employment.

40.0% Approximately the same as the supply available for employment.

0.0% Less than the supply available for employment.

0.0% Supported by a local labor market survey.

0.0% Unknown.

8. The advisory committee is generally satisfied that the students who complete the requirements of the program are able to perform successfully the competencies required by employers.

100.0% Yes.

0.0% No.

0.0% Don't know.

9. This program:

60.0% Does not duplicate a comparable employment program in the geographic area this program is designed to serve.

40.0% Duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.

0.0% May unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.

10. In the opinion of the advisory committee, all of the instructors in this program:

80.0% Have occupational competency to teach the subject.

60.0% Have appropriate employment experience related to the program.

60.0% Possess recent employment experience related to the program.

20.0% Have had recent inservice training opportunities sufficient to meet their needs.

40.0% Have not recently been considered by the advisory committee.

Appendix L

Program Advisory Committee Form Results for 5-Digit Programs Aggregated by Discipline

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Program Advisory Committee Evaluation Form

1983-84 Results Based on 24 5-Digit Programs Reported for the Discipline.
7/11/85

The data below show the percent of respondents checking each statement.

TOP DISCIPLINE 01 : Agriculture and Natural Resources

---

1. The goals (or purposes or objectives) of this occupational program:

79.1% Are for entry level employment, as specified by employers.

54.1% Are for employment at higher than entry level, as specified by employers.

79.1% Provide for skill development matching industry job specifications.

75.0% Are adequate to provide a quality program.

33.3% May be improved by implementing modifications which have been identified by the advisory committee.

0.0% Have not recently been reviewed by the advisory committee.

2. The curriculum for this program:

87.5% Contains written course outlines which are adequate to provide quality instruction.

83.3% Provides for training to meet current job specifications.

79.1% Appears to be designed so that students learn or acquire knowledge, skills, and abilities efficiently.

41.6% May be improved by implementing modifications identified by the advisory committee.

12.5% Must be changed if the program is to meet minimum standards for employment specified by employers.

0.0% Has not recently been reviewed by the advisory committee.

3. The equipment and facilities (classrooms, laboratories, etc.) for this program:

   83.3% Are adequate to provide quality instruction for the current enrollment served.

   75.0% Are maintained to meet acceptable safety standards.

   41.6% May be improved by implementing modifications identified by the advisory committee.

   8.3% Must be improved if the program is to meet minimum standards for employment specified by employers.

   50.0% Will require additional expenditure if the program is to be properly maintained in accordance with the needs of industry.

   0.0% Have not recently been inspected by the committee.

4. The annual operational budget for this program, exclusive of capital outlay for equipment and facilities:

   45.8% Is adequate to provide quality instruction which addresses employers' specifications and needs.

   20.8% Needs to be augmented or modified to address needs of the program identified by the advisory committee.

   37.5% Needs to be increased if the program is to be properly maintained in accordance with the needs of industry.

   16.6% Has not recently been considered by the committee.

5. Follow-up data about the number of students who complete the program and are employed in a field related to training OR who pursue additional education:

   16.6% Are not available.

   41.6% Have been provided by college staff.

   37.5% Have been reviewed and discussed by the committee.

   29.1% Are inadequate to warrant recommendations.

   50.0% Appear to justify continuing the program, in the opinion of the advisory committee.

   16.6% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

   12.5% Suggest the need for program modification, in the opinion of the advisory committee.

6. Follow-up data about the number of students who leave without completing the program and are employed in a field related to training OR who pursue additional education:

45.8% Are not available.

20.8% Have been provided by college staff.

4.1% Have been reviewed and discussed by the committee.

33.3% Are inadequate to warrant recommendations.

25.0% Appear to justify continuing the program, in the opinion of the advisory committee.

12.5% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

4.1% Suggest the need for program modification, in the opinion of the advisory committee.

7. Considering the geographic area this program is designed to serve, in the opinion of the advisory committee employment demand for persons trained in this program is:

41.6% Greater than the supply available for employment.

25.0% Approximately the same as the supply available for employment.

12.5% Less than the supply available for employment.

4.1% Supported by a local labor market survey.

4.1% Unknown.

8. The advisory committee is generally satisfied that the students who complete the requirements of the program are able to perform successfully the competencies required by employers.

87.5% Yes.

8.3% No.

0.0% Don't know.

9. This program:

87.5% Does not duplicate a comparable employment program in the geographic area this program is designed to serve.

8.3% Duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.

0.0% May unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.

10. In the opinion of the advisory committee, all of the instructors in this program:

87.5% Have occupational competency to teach the subject.

75.0% Have appropriate employment experience related to the program.

45.8% Possess recent employment experience related to the program.

50.0% Have had recent inservice training opportunities sufficient to meet their needs.

8.3% Have not recently been considered by the advisory committee.

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Program Advisory Committee Evaluation Form

1983-84 Results Based on 4 5-Digit Programs Reported for the Discipline.
7/11/85

The data below show the percent of respondents checking each statement.

TOP DISCIPLINE 02 : Architecture and Environmental Design

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1. The goals (or purposes or objectives) of this occupational program:

75.0% Are for entry level employment, as specified by employers.

0.0% Are for employment at higher than entry level, as specified by employers.

75.0% Provide for skill development matching industry job specifications.

50.0% Are adequate to provide a quality program.

50.0% May be improved by implementing modifications which have been identified by the advisory committee.

0.0% Have not recently been reviewed by the advisory committee.

2. The curriculum for this program:

50.0% Contains written course outlines which are adequate to provide quality instruction.

25.0% Provides for training to meet current job specifications.

100.0% Appears to be designed so that students learn or acquire knowledge, skills, and abilities efficiently.

25.0% May be improved by implementing modifications identified by the advisory committee.

0.0% Must be changed if the program is to meet minimum standards for employment specified by employers.

0.0% Has not recently been reviewed by the advisory committee.

3. The equipment and facilities (classrooms, laboratories, etc.) for this program:

   75.0% Are adequate to provide quality instruction for the current enrollment served.

   75.0% Are maintained to meet acceptable safety standards.

   50.0% May be improved by implementing modifications identified by the advisory committee.

   0.0% Must be improved if the program is to meet minimum standards for employment specified by employers.

   25.0% Will require additional expenditure if the program is to be properly maintained in accordance with the needs of industry.

   0.0% Have not recently been inspected by the committee.

4. The annual operational budget for this program, exclusive of capital outlay for equipment and facilities:

   25.0% Is adequate to provide quality instruction which addresses employers' specifications and needs.

   25.0% Needs to be augmented or modified to address needs of the program identified by the advisory committee.

   0.0% Needs to be increased if the program is to be properly maintained in accordance with the needs of industry.

   50.0% Has not recently been considered by the committee.

5. Follow-up data about the number of students who complete the program and are employed in a field related to training OR who pursue additional education:

   50.0% Are not available.

   25.0% Have been provided by college staff.

   50.0% Have been reviewed and discussed by the committee.

   0.0% Are inadequate to warrant recommendations.

   75.0% Appear to justify continuing the program, in the opinion of the advisory committee.

   25.0% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

   0.0% Suggest the need for program modification, in the opinion of the advisory committee.

6. Follow-up data about the number of students who leave without completing the program and are employed in a field related to training OR who pursue additional education:

75.0% Are not available.

25.0% Have been provided by college staff.

25.0% Have been reviewed and discussed by the committee.

0.0% Are inadequate to warrant recommendations.

25.0% Appear to justify continuing the program, in the opinion of the advisory committee.

25.0% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

0.0% Suggest the need for program modification, in the opinion of the advisory committee.

7. Considering the geographic area this program is designed to serve, in the opinion of the advisory committee employment demand for persons trained in this program is:

0.0% Greater than the supply available for employment.

75.0% Approximately the same as the supply available for employment.

0.0% Less than the supply available for employment.

0.0% Supported by a local labor market survey.

25.0% Unknown.

8. The advisory committee is generally satisfied that the students who complete the requirements of the program are able to perform successfully the competencies required by employers.

75.0% Yes.

25.0% No.

0.0% Don't know.

9. This program:

75.0% Does not duplicate a comparable employment program in the geographic area this program is designed to serve.

25.0% Duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.

0.0% May unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.

10. In the opinion of the advisory committee, all of the instructors in this program:

100.0% Have occupational competency to teach the subject.

50.0% Have appropriate employment experience related to the program.

75.0% Possess recent employment experience related to the program.

75.0% Have had recent inservice training opportunities sufficient to meet their needs.

0.0% Have not recently been considered by the advisory committee.

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Program Advisory Committee Evaluation Form

1983-84 Results Based on 34 5-Digit Programs Reported for the Discipline.
7/11/85

The data below show the percent of respondents checking each statement.

TOP DISCIPLINE 05 : Business and Management

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1. The goals (or purposes or objectives) of this occupational program:

85.2% Are for entry level employment, as specified by employers.

52.9% Are for employment at higher than entry level, as specified by employers.

85.2% Provide for skill development matching industry job specifications.

70.5% Are adequate to provide a quality program.

35.2% May be improved by implementing modifications which have been identified by the advisory committee.

5.8% Have not recently been reviewed by the advisory committee.

2. The curriculum for this program:

88.2% Contains written course outlines which are adequate to provide quality instruction.

79.4% Provides for training to meet current job specifications.

85.2% Appears to be designed so that students learn or acquire knowledge, skills, and abilities efficiently.

20.5% May be improved by implementing modifications identified by the advisory committee.

5.8% Must be changed if the program is to meet minimum standards for employment specified by employers.

8.8% Has not recently been reviewed by the advisory committee.

3. The equipment and facilities (classrooms, laboratories, etc.) for this program:

   58.8% Are adequate to provide quality instruction for the current enrollment served.

   70.5% Are maintained to meet acceptable safety standards.

   11.7% May be improved by implementing modifications identified by the advisory committee.

   14.7% Must be improved if the program is to meet minimum standards for employment specified by employers.

   35.2% Will require additional expenditure if the program is to be properly maintained in accordance with the needs of industry.

   11.7% Have not recently been inspected by the committee.

4. The annual operational budget for this program, exclusive of capital outlay for equipment and facilities:

   32.3% Is adequate to provide quality instruction which addresses employers' specifications and needs.

   26.4% Needs to be augmented or modified to address needs of the program identified by the advisory committee.

   47.0% Needs to be increased if the program is to be properly maintained in accordance with the needs of industry.

   17.6% Has not recently been considered by the committee.

5. Follow-up data about the number of students who complete the program and are employed in a field related to training OR who pursue additional education:

   44.1% Are not available.

   41.1% Have been provided by college staff.

   17.6% Have been reviewed and discussed by the committee.

   26.4% Are inadequate to warrant recommendations.

   35.2% Appear to justify continuing the program, in the opinion of the advisory committee.

   23.5% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

    2.9% Suggest the need for program modification, in the opinion of the advisory committee.

6. Follow-up data about the number of students who leave without completing the program and are employed in a field related to training OR who pursue additional education:

55.8% Are not available.

32.3% Have been provided by college staff.

14.7% Have been reviewed and discussed by the committee.

23.5% Are inadequate to warrant recommendations.

29.4% Appear to justify continuing the program, in the opinion of the advisory committee.

23.5% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

0.0% Suggest the need for program modification, in the opinion of the advisory committee.

7. Considering the geographic area this program is designed to serve, in the opinion of the advisory committee employment demand for persons trained in this program is:

29.4% Greater than the supply available for employment.

26.4% Approximately the same as the supply available for employment.

5.8% Less than the supply available for employment.

29.4% Supported by a local labor market survey.

11.7% Unknown.

8. The advisory committee is generally satisfied that the students who complete the requirements of the program are able to perform successfully the competencies required by employers.

82.3% Yes.

0.0% No.

17.6% Don't know.

9. This program:

94.1% Does not duplicate a comparable employment program in the geographic area this program is designed to serve.

2.9% Duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.

0.0% May unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.

10. In the opinion of the advisory committee, all of the instructors in this program:

79.4% Have occupational competency to teach the subject.

64.7% Have appropriate employment experience related to the program.

14.7% Possess recent employment experience related to the program.

5.8% Have had recent inservice training opportunities sufficient to meet their needs.

8.8% Have not recently been considered by the advisory committee.

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Program Advisory Committee Evaluation Form

1983-84 Results Based on 2 5-Digit Programs Reported for the Discipline.
7/11/85

The data below show the percent of respondents checking each statement.

TOP DISCIPLINE 06 : Communications

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1. The goals (or purposes or objectives) of this occupational program:

100.0% Are for entry level employment, as specified by employers.

0.0% Are for employment at higher than entry level, as specified by employers.

100.0% Provide for skill development matching industry job specifications.

50.0% Are adequate to provide a quality program.

0.0% May be improved by implementing modifications which have been identified by the advisory committee.

0.0% Have not recently been reviewed by the advisory committee.

2. The curriculum for this program:

100.0% Contains written course outlines which are adequate to provide quality instruction.

100.0% Provides for training to meet current job specifications.

50.0% Appears to be designed so that students learn or acquire knowledge, skills, and abilities efficiently.

50.0% May be improved by implementing modifications identified by the advisory committee.

0.0% Must be changed if the program is to meet minimum standards for employment specified by employers.

0.0% Has not recently been reviewed by the advisory committee.

3. The equipment and facilities (classrooms, laboratories, etc.) for this program:

   50.0% Are adequate to provide quality instruction for the current enrollment served.

   0.0% Are maintained to meet acceptable safety standards.

   50.0% May be improved by implementing modifications identified by the advisory committee.

   0.0% Must be improved if the program is to meet minimum standards for employment specified by employers.

   0.0% Will require additional expenditure if the program is to be properly maintained in accordance with the needs of industry.

   0.0% Have not recently been inspected by the committee.

4. The annual operational budget for this program, exclusive of capital outlay for equipment and facilities:

   0.0% Is adequate to provide quality instruction which addresses employers' specifications and needs.

   0.0% Needs to be augmented or modified to address needs of the program identified by the advisory committee.

   50.0% Needs to be increased if the program is to be properly maintained in accordance with the needs of industry.

   50.0% Has not recently been considered by the committee.

5. Follow-up data about the number of students who complete the program and are employed in a field related to training OR who pursue additional education:

   0.0% Are not available.

   50.0% Have been provided by college staff.

   0.0% Have been reviewed and discussed by the committee.

   0.0% Are inadequate to warrant recommendations.

   100.0% Appear to justify continuing the program, in the opinion of the advisory committee.

   50.0% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

   0.0% Suggest the need for program modification, in the opinion of the advisory committee.

TOP DISCIPLINE 06 : Communications

6. Follow-up data about the number of students who leave without completing the program and are employed in a field related to training OR who pursue additional education:

0.0% Are not available.

0.0% Have been provided by college staff.

0.0% Have been reviewed and discussed by the committee.

100.0% Are inadequate to warrant recommendations.

0.0% Appear to justify continuing the program, in the opinion of the advisory committee.

0.0% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

0.0% Suggest the need for program modification, in the opinion of the advisory committee.

7. Considering the geographic area this program is designed to serve, in the opinion of the advisory committee employment demand for persons trained in this program is:

0.0% Greater than the supply available for employment.

50.0% Approximately the same as the supply available for employment.

50.0% Less than the supply available for employment.

0.0% Supported by a local labor market survey.

0.0% Unknown.

8. The advisory committee is generally satisfied that the students who complete the requirements of the program are able to perform successfully the competencies required by employers.

100.0% Yes.

0.0% No.

0.0% Don't know.

9. This program:

50.0% Does not duplicate a comparable employment program in the geographic area this program is designed to serve.

50.0% Duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.

0.0% May unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.

10. In the opinion of the advisory committee, all of the instructors in this program:

100.0% Have occupational competency to teach the subject.

50.0% Have appropriate employment experience related to the program.

50.0% Possess recent employment experience related to the program.

0.0% Have had recent inservice training opportunities sufficient to meet their needs.

0.0% Have not recently been considered by the advisory committee.

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Program Advisory Committee Evaluation Form

1983-84 Results Based on 8 5-Digit Programs Reported for the Discipline.
7/11/85

The data below show the percent of respondents checking each statement.

TOP DISCIPLINE 07 : Computer and Information Science

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1. The goals (or purposes or objectives) of this occupational program:

100.0% Are for entry level employment, as specified by employers.

12.5% Are for employment at higher than entry level, as specified by employers.

50.0% Provide for skill development matching industry job specifications.

62.5% Are adequate to provide a quality program.

37.5% May be improved by implementing modifications which have been identified by the advisory committee.

0.0% Have not recently been reviewed by the advisory committee.

2. The curriculum for this program:

62.5% Contains written course outlines which are adequate to provide quality instruction.

87.5% Provides for training to meet current job specifications.

87.5% Appears to be designed so that students learn or acquire knowledge, skills, and abilities efficiently.

37.5% May be improved by implementing modifications identified by the advisory committee.

0.0% Must be changed if the program is to meet minimum standards for employment specified by employers.

0.0% Has not recently been reviewed by the advisory committee.

3. The equipment and facilities (classrooms, laboratories, etc.) for this program:

   75.0% Are adequate to provide quality instruction for the current enrollment served.

   87.5% Are maintained to meet acceptable safety standards.

   25.0% May be improved by implementing modifications identified by the advisory committee.

   25.0% Must be improved if the program is to meet minimum standards for employment specified by employers.

   50.0% Will require additional expenditure if the program is to be properly maintained in accordance with the needs of industry.

    0.0% Have not recently been inspected by the committee.

4. The annual operational budget for this program, exclusive of capital outlay for equipment and facilities:

   37.5% Is adequate to provide quality instruction which addresses employers' specifications and needs.

   12.5% Needs to be augmented or modified to address needs of the program identified by the advisory committee.

   50.0% Needs to be increased if the program is to be properly maintained in accordance with the needs of industry.

   25.0% Has not recently been considered by the committee.

5. Follow-up data about the number of students who complete the program and are employed in a field related to training OR who pursue additional education:

   37.5% Are not available.

   37.5% Have been provided by college staff.

   37.5% Have been reviewed and discussed by the committee.

   12.5% Are inadequate to warrant recommendations.

   37.5% Appear to justify continuing the program, in the opinion of the advisory committee.

   25.0% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

   12.5% Suggest the need for program modification, in the opinion of the advisory committee.

6. Follow-up data about the number of students who leave without completing the program and are employed in a field related to training OR who pursue additional education:

62.5% Are not available.

0.0% Have been provided by college staff.

0.0% Have been reviewed and discussed by the committee.

37.5% Are inadequate to warrant recommendations.

0.0% Appear to justify continuing the program, in the opinion of the advisory committee.

0.0% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

0.0% Suggest the need for program modification, in the opinion of the advisory committee.

7. Considering the geographic area this program is designed to serve, in the opinion of the advisory committee employment demand for persons trained in this program is:

25.0% Greater than the supply available for employment.

25.0% Approximately the same as the supply available for employment.

25.0% Less than the supply available for employment.

0.0% Supported by a local labor market survey.

25.0% Unknown.

8. The advisory committee is generally satisfied that the students who complete the requirements of the program are able to perform successfully the competencies required by employers.

100.0% Yes.

0.0% No.

0.0% Don't know.

9. This program:

62.5% Does not duplicate a comparable employment program in the geographic area this program is designed to serve.

12.5% Duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.

12.5% May unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.

10. In the opinion of the advisory committee, all of the instructors in this program:

75.0% Have occupational competency to teach the subject.

62.5% Have appropriate employment experience related to the program.

37.5% Possess recent employment experience related to the program.

37.5% Have had recent inservice training opportunities sufficient to meet their needs.

25.0% Have not recently been considered by the advisory committee.

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Program Advisory Committee Evaluation Form

1983-84 Results Based on 53 5-Digit Programs Reported for the Discipline.
7/11/85

The data below show the percent of respondents checking each statement.

TOP DISCIPLINE 09 : Engineering and Related Technologies

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1. The goals (or purposes or objectives) of this occupational program:

84.9% Are for entry level employment, as specified by employers.

43.4% Are for employment at higher than entry level, as specified by employers.

69.8% Provide for skill development matching industry job specifications.

60.3% Are adequate to provide a quality program.

47.1% May be improved by implementing modifications which have been identified by the advisory committee.

3.7% Have not recently been reviewed by the advisory committee.

2. The curriculum for this program:

75.4% Contains written course outlines which are adequate to provide quality instruction.

73.5% Provides for training to meet current job specifications.

81.1% Appears to be designed so that students learn or acquire knowledge, skills, and abilities efficiently.

45.2% May be improved by implementing modifications identified by the advisory committee.

7.5% Must be changed if the program is to meet minimum standards for employment specified by employers.

3.7% Has not recently been reviewed by the advisory committee.

3. The equipment and facilities (classrooms, laboratories, etc.) for this program:

   60.3% Are adequate to provide quality instruction for the current enrollment served.

   71.7% Are maintained to meet acceptable safety standards.

   41.5% May be improved by implementing modifications identified by the advisory committee.

   20.7% Must be improved if the program is to meet minimum standards for employment specified by employers.

   43.4% Will require additional expenditure if the program is to be properly maintained in accordance with the needs of industry.

   1.8% Have not recently been inspected by the committee.

4. The annual operational budget for this program, exclusive of capital outlay for equipment and facilities:

   22.6% Is adequate to provide quality instruction which addresses employers' specifications and needs.

   35.8% Needs to be augmented or modified to address needs of the program identified by the advisory committee.

   52.8% Needs to be increased if the program is to be properly maintained in accordance with the needs of industry.

   15.0% Has not recently been considered by the committee.

5. Follow-up data about the number of students who complete the program and are employed in a field related to training OR who pursue additional education:

   22.6% Are not available.

   24.5% Have been provided by college staff.

   43.4% Have been reviewed and discussed by the committee.

   28.3% Are inadequate to warrant recommendations.

   62.2% Appear to justify continuing the program, in the opinion of the advisory committee.

   30.1% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

   3.7% Suggest the need for program modification, in the opinion of the advisory committee.

6. Follow-up data about the number of students who leave without completing the program and are employed in a field related to training OR who pursue additional education:

45.2% Are not available.

18.8% Have been provided by college staff.

33.9% Have been reviewed and discussed by the committee.

26.4% Are inadequate to warrant recommendations.

39.6% Appear to justify continuing the program, in the opinion of the advisory committee.

20.7% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

1.8% Suggest the need for program modification, in the opinion of the advisory committee.

7. Considering the geographic area this program is designed to serve, in the opinion of the advisory committee employment demand for persons trained in this program is:

39.6% Greater than the supply available for employment.

39.6% Approximately the same as the supply available for employment.

11.3% Less than the supply available for employment.

7.5% Supported by a local labor market survey.

3.7% Unknown.

8. The advisory committee is generally satisfied that the students who complete the requirements of the program are able to perform successfully the competencies required by employers.

84.9% Yes.

3.7% No.

9.4% Don't know.

TOP DISCIPLINE 09 : Engineering and Related Technologies

9. This program:

83.0% Does not duplicate a comparable employment program in the geographic area this program is designed to serve.

13.2% Duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.

0.0% May unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.

10. In the opinion of the advisory committee, all of the instructors in this program:

92.4% Have occupational competency to teach the subject.

73.5% Have appropriate employment experience related to the program.

58.4% Possess recent employment experience related to the program.

39.6% Have had recent inservice training opportunities sufficient to meet their needs.

11.3% Have not recently been considered by the advisory committee.

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Program Advisory Committee Evaluation Form

1983-84 Results Based on 5 5-Digit Programs Reported for the Discipline.
7/11/85

The data below show the percent of respondents checking each statement.

TOP DISCIPLINE 10 : Fine and Applied Arts

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1. The goals (or purposes or objectives) of this occupational program:

80.0% Are for entry level employment, as specified by employers.

60.0% Are for employment at higher than entry level, as specified by employers.

80.0% Provide for skill development matching industry job specifications.

40.0% Are adequate to provide a quality program.

40.0% May be improved by implementing modifications which have been identified by the advisory committee.

0.0% Have not recently been reviewed by the advisory committee.

2. The curriculum for this program:

80.0% Contains written course outlines which are adequate to provide quality instruction.

80.0% Provides for training to meet current job specifications.

80.0% Appears to be designed so that students learn or acquire knowledge, skills, and abilities efficiently.

40.0% May be improved by implementing modifications identified by the advisory committee.

0.0% Must be changed if the program is to meet minimum standards for employment specified by employers.

20.0% Has not recently been reviewed by the advisory committee.

3. The equipment and facilities (classrooms, laboratories, etc.) for this program:

   80.0% Are adequate to provide quality instruction for the current enrollment served.

   80.0% Are maintained to meet acceptable safety standards.

   20.0% May be improved by implementing modifications identified by the advisory committee.

   20.0% Must be improved if the program is to meet minimum standards for employment specified by employers.

   60.0% Will require additional expenditure if the program is to be properly maintained in accordance with the needs of industry.

   20.0% Have not recently been inspected by the committee.

4. The annual operational budget for this program, exclusive of capital outlay for equipment and facilities:

   40.0% Is adequate to provide quality instruction which addresses employers' specifications and needs.

   20.0% Needs to be augmented or modified to address needs of the program identified by the advisory committee.

   20.0% Needs to be increased if the program is to be properly maintained in accordance with the needs of industry.

   40.0% Has not recently been considered by the committee.

5. Follow-up data about the number of students who complete the program and are employed in a field related to training OR who pursue additional education:

   20.0% Are not available.

   40.0% Have been provided by college staff.

   40.0% Have been reviewed and discussed by the committee.

   20.0% Are inadequate to warrant recommendations.

   60.0% Appear to justify continuing the program, in the opinion of the advisory committee.

   40.0% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

    0.0% Suggest the need for program modification, in the opinion of the advisory committee.

6. Follow-up data about the number of students who leave without completing the program and are employed in a field related to training OR who pursue additional education:

60.0% Are not available.

20.0% Have been provided by college staff.

20.0% Have been reviewed and discussed by the committee.

40.0% Are inadequate to warrant recommendations.

20.0% Appear to justify continuing the program, in the opinion of the advisory committee.

0.0% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

0.0% Suggest the need for program modification, in the opinion of the advisory committee.

7. Considering the geographic area this program is designed to serve, in the opinion of the advisory committee employment demand for persons trained in this program is:

20.0% Greater than the supply available for employment.

20.0% Approximately the same as the supply available for employment.

20.0% Less than the supply available for employment.

20.0% Supported by a local labor market survey.

20.0% Unknown.

8. The advisory committee is generally satisfied that the students who complete the requirements of the program are able to perform successfully the competencies required by employers.

60.0% Yes.

0.0% No.

40.0% Don't know.

TOP DISCIPLINE 10 : Fine and Applied Arts

9. This program:

80.0% Does not duplicate a comparable employment program in the geographic area this program is designed to serve.

0.0% Duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.

0.0% May unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.

10. In the opinion of the advisory committee, all of the instructors in this program:

100.0% Have occupational competency to teach the subject.

100.0% Have appropriate employment experience related to the program.

80.0% Possess recent employment experience related to the program.

20.0% Have had recent inservice training opportunities sufficient to meet their needs.

0.0% Have not recently been considered by the advisory committee.

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Program Advisory Committee Evaluation Form

1983-84 Results Based on 47 5-Digit Programs Reported for the Discipline.
7/11/85

The data below show the percent of respondents checking each statement.

TOP DISCIPLINE 12 : Health

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1. The goals (or purposes or objectives) of this occupational program:

87.2% Are for entry level employment, as specified by employers.

17.0% Are for employment at higher than entry level, as specified by employers.

78.7% Provide for skill development matching industry job specifications.

72.3% Are adequate to provide a quality program.

10.6% May be improved by implementing modifications which have been identified by the advisory committee.

2.1% Have not recently been reviewed by the advisory committee.

2. The curriculum for this program:

93.6% Contains written course outlines which are adequate to provide quality instruction.

89.3% Provides for training to meet current job specifications.

89.3% Appears to be designed so that students learn or acquire knowledge, skills, and abilities efficiently.

8.5% May be improved by implementing modifications identified by the advisory committee.

0.0% Must be changed if the program is to meet minimum standards for employment specified by employers.

0.0% Has not recently been reviewed by the advisory committee.

3. The equipment and facilities (classrooms, laboratories, etc.) for this program:

89.3% Are adequate to provide quality instruction for the current enrollment served.

89.3% Are maintained to meet acceptable safety standards.

10.6% May be improved by implementing modifications identified by the advisory committee.

2.1% Must be improved if the program is to meet minimum standards for employment specified by employers.

27.6% Will require additional expenditure if the program is to be properly maintained in accordance with the needs of industry.

6.3% Have not recently been inspected by the committee.

4. The annual operational budget for this program, exclusive of capital outlay for equipment and facilities:

46.8% Is adequate to provide quality instruction which addresses employers' specifications and needs.

19.1% Needs to be augmented or modified to address needs of the program identified by the advisory committee.

25.5% Needs to be increased if the program is to be properly maintained in accordance with the needs of industry.

17.0% Has not recently been considered by the committee.

5. Follow-up data about the number of students who complete the program and are employed in a field related to training OR who pursue additional education:

17.0% Are not available.

38.3% Have been provided by college staff.

31.9% Have been reviewed and discussed by the committee.

6.3% Are inadequate to warrant recommendations.

59.5% Appear to justify continuing the program, in the opinion of the advisory committee.

27.6% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

0.0% Suggest the need for program modification, in the opinion of the advisory committee.

6. Follow-up data about the number of students who leave without completing the program and are employed in a field related to training OR who pursue additional education:

34.0% Are not available.

21.2% Have been provided by college staff.

19.1% Have been reviewed and discussed by the committee.

6.3% Are inadequate to warrant recommendations.

19.1% Appear to justify continuing the program, in the opinion of the advisory committee.

14.8% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

0.0% Suggest the need for program modification, in the opinion of the advisory committee.

7. Considering the geographic area this program is designed to serve, in the opinion of the advisory committee employment demand for persons trained in this program is:

17.0% Greater than the supply available for employment.

53.1% Approximately the same as the supply available for employment.

8.5% Less than the supply available for employment.

6.3% Supported by a local labor market survey.

2.1% Unknown.

8. The advisory committee is generally satisfied that the students who complete the requirements of the program are able to perform successfully the competencies required by employers.

93.6% Yes.

0.0% No.

2.1% Don't know.

TOP DISCIPLINE 12 : Health

9. This program:

74.4% Does not duplicate a comparable employment program in the geographic area this program is designed to serve.

14.8% Duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.

2.1% May unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.

10. In the opinion of the advisory committee, all of the instructors in this program:

93.6% Have occupational competency to teach the subject.

78.7% Have appropriate employment experience related to the program.

46.8% Possess recent employment experience related to the program.

40.4% Have had recent inservice training opportunities sufficient to meet their needs.

2.1% Have not recently been considered by the advisory committee.

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Program Advisory Committee Evaluation Form

1983-84 Results Based on 12 5-Digit Programs Reported for the Discipline.
7/11/85

The data below show the percent of respondents checking each statement.

TOP DISCIPLINE 13 : Consumer Education and Home Economics

---

1. The goals (or purposes or objectives) of this occupational program:

66.6% Are for entry level employment, as specified by employers.

25.0% Are for employment at higher than entry level, as specified by employers.

66.6% Provide for skill development matching industry job specifications.

75.0% Are adequate to provide a quality program.

50.0% May be improved by implementing modifications which have been identified by the advisory committee.

0.0% Have not recently been reviewed by the advisory committee.

2. The curriculum for this program:

100.0% Contains written course outlines which are adequate to provide quality instruction.

50.0% Provides for training to meet current job specifications.

91.6% Appears to be designed so that students learn or acquire knowledge, skills, and abilities efficiently.

25.0% May be improved by implementing modifications identified by the advisory committee.

0.0% Must be changed if the program is to meet minimum standards for employment specified by employers.

0.0% Has not recently been reviewed by the advisory committee.

3. The equipment and facilities (classrooms, laboratories, etc.) for this program:

66.6% Are adequate to provide quality instruction for the current enrollment served.

75.0% Are maintained to meet acceptable safety standards.

33.3% May be improved by implementing modifications identified by the advisory committee.

8.3% Must be improved if the program is to meet minimum standards for employment specified by employers.

16.6% Will require additional expenditure if the program is to be properly maintained in accordance with the needs of industry.

0.0% Have not recently been inspected by the committee.

4. The annual operational budget for this program, exclusive of capital outlay for equipment and facilities:

33.3% Is adequate to provide quality instruction which addresses employers' specifications and needs.

41.6% Needs to be augmented or modified to address needs of the program identified by the advisory committee.

41.6% Needs to be increased if the program is to be properly maintained in accordance with the needs of industry.

16.6% Has not recently been considered by the committee.

5. Follow-up data about the number of students who complete the program and are employed in a field related to training OR who pursue additional education:

25.0% Are not available.

41.6% Have been provided by college staff.

25.0% Have been reviewed and discussed by the committee.

0.0% Are inadequate to warrant recommendations.

41.6% Appear to justify continuing the program, in the opinion of the advisory committee.

33.3% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

8.3% Suggest the need for program modification, in the opinion of the advisory committee.

6. Follow-up data about the number of students who leave without completing the program and are employed in a field related to training OR who pursue additional education:

58.3% Are not available.

25.0% Have been provided by college staff.

16.6% Have been reviewed and discussed by the committee.

0.0% Are inadequate to warrant recommendations.

25.0% Appear to justify continuing the program, in the opinion of the advisory committee.

25.0% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

16.6% Suggest the need for program modification, in the opinion of the advisory committee.

7. Considering the geographic area this program is designed to serve, in the opinion of the advisory committee employment demand for persons trained in this program is:

25.0% Greater than the supply available for employment.

25.0% Approximately the same as the supply available for employment.

25.0% Less than the supply available for employment.

8.3% Supported by a local labor market survey.

8.3% Unknown.

8. The advisory committee is generally satisfied that the students who complete the requirements of the program are able to perform successfully the competencies required by employers.

83.3% Yes.

0.0% No.

0.0% Don't know.

9. This program:

91.6% Does not duplicate a comparable employment program in the geographic area this program is designed to serve.

0.0% Duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.

0.0% May unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.

10. In the opinion of the advisory committee, all of the instructors in this program:

91.6% Have occupational competency to teach the subject.

75.0% Have appropriate employment experience related to the program.

33.3% Possess recent employment experience related to the program.

16.6% Have had recent inservice training opportunities sufficient to meet their needs.

0.0% Have not recently been considered by the advisory committee.

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Program Advisory Committee Evaluation Form

1983-84 Results Based on 31 5-Digit Programs Reported for the Discipline.
7/11/85

The data below show the percent of respondents checking each statement.

TOP DISCIPLINE 21 : Public Affairs and Services

---

1. The goals (or purposes or objectives) of this occupational program:

93.5% Are for entry level employment, as specified by employers.

48.3% Are for employment at higher than entry level, as specified by employers.

83.8% Provide for skill development matching industry job specifications.

77.4% Are adequate to provide a quality program.

32.2% May be improved by implementing modifications which have been identified by the advisory committee.

0.0% Have not recently been reviewed by the advisory committee.

2. The curriculum for this program:

93.5% Contains written course outlines which are adequate to provide quality instruction.

87.1% Provides for training to meet current job specifications.

90.3% Appears to be designed so that students learn or acquire knowledge, skills, and abilities efficiently.

12.9% May be improved by implementing modifications identified by the advisory committee.

3.2% Must be changed if the program is to meet minimum standards for employment specified by employers.

6.4% Has not recently been reviewed by the advisory committee.

3. The equipment and facilities (classrooms, laboratories, etc.) for this program:

   80.6% Are adequate to provide quality instruction for the current enrollment served.

   74.1% Are maintained to meet acceptable safety standards.

   19.3% May be improved by implementing modifications identified by the advisory committee.

   9.6% Must be improved if the program is to meet minimum standards for employment specified by employers.

   25.8% Will require additional expenditure if the program is to be properly maintained in accordance with the needs of industry.

   3.2% Have not recently been inspected by the committee.

4. The annual operational budget for this program, exclusive of capital outlay for equipment and facilities:

   38.7% Is adequate to provide quality instruction which addresses employers' specifications and needs.

   19.3% Needs to be augmented or modified to address needs of the program identified by the advisory committee.

   32.2% Needs to be increased if the program is to be properly maintained in accordance with the needs of industry.

   9.6% Has not recently been considered by the committee.

5. Follow-up data about the number of students who complete the program and are employed in a field related to training OR who pursue additional education:

   38.7% Are not available.

   19.3% Have been provided by college staff.

   25.8% Have been reviewed and discussed by the committee.

   19.3% Are inadequate to warrant recommendations.

   45.1% Appear to justify continuing the program, in the opinion of the advisory committee.

   32.2% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

   9.6% Suggest the need for program modification, in the opinion of the advisory committee.

TOP DISCIPLINE 21 : Public Affairs and Services

6. Follow-up data about the number of students who leave without completing the program and are employed in a field related to training OR who pursue additional education:

54.8% Are not available.

16.1% Have been provided by college staff.

19.3% Have been reviewed and discussed by the committee.

19.3% Are inadequate to warrant recommendations.

25.8% Appear to justify continuing the program, in the opinion of the advisory committee.

19.3% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

6.4% Suggest the need for program modification, in the opinion of the advisory committee.

7. Considering the geographic area this program is designed to serve, in the opinion of the advisory committee employment demand for persons trained in this program is:

35.4% Greater than the supply available for employment.

38.7% Approximately the same as the supply available for employment.

16.1% Less than the supply available for employment.

9.6% Supported by a local labor market survey.

3.2% Unknown.

8. The advisory committee is generally satisfied that the students who complete the requirements of the program are able to perform successfully the competencies required by employers.

96.7% Yes.

3.2% No.

0.0% Don't know.

9. This program:

100.0% Does not duplicate a comparable employment program in the geographic area this program is designed to serve.

0.0% Duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.

0.0% May unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.

10. In the opinion of the advisory committee, all of the instructors in this program:

93.5% Have occupational competency to teach the subject.

87.1% Have appropriate employment experience related to the program.

51.6% Possess recent employment experience related to the program.

35.4% Have had recent inservice training opportunities sufficient to meet their needs.

6.4% Have not recently been considered by the advisory committee.

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Occupational Education Program Advisory Committee Evaluation Form

1983-84 Results Based on 8 5-Digit Programs Reported for the Discipline.
7/11/85

The data below show the percent of respondents checking each statement.

TOP DISCIPLINE 30 : Commercial Services

---

1. The goals (or purposes or objectives) of this occupational program:

50.0% Are for entry level employment, as specified by employers.

50.0% Are for employment at higher than entry level, as specified by employers.

62.5% Provide for skill development matching industry job specifications.

37.5% Are adequate to provide a quality program.

37.5% May be improved by implementing modifications which have been identified by the advisory committee.

0.0% Have not recently been reviewed by the advisory committee.

2. The curriculum for this program:

62.5% Contains written course outlines which are adequate to provide quality instruction.

75.0% Provides for training to meet current job specifications.

87.5% Appears to be designed so that students learn or acquire knowledge, skills, and abilities efficiently.

12.5% May be improved by implementing modifications identified by the advisory committee.

0.0% Must be changed if the program is to meet minimum standards for employment specified by employers.

12.5% Has not recently been reviewed by the advisory committee.

3. The equipment and facilities (classrooms, laboratories, etc.) for this program:

62.5% Are adequate to provide quality instruction for the current enrollment served.

87.5% Are maintained to meet acceptable safety standards.

25.0% May be improved by implementing modifications identified by the advisory committee.

0.0% Must be improved if the program is to meet minimum standards for employment specified by employers.

25.0% Will require additional expenditure if the program is to be properly maintained in accordance with the needs of industry.

0.0% Have not recently been inspected by the committee.

4. The annual operational budget for this program, exclusive of capital outlay for equipment and facilities:

62.5% Is adequate to provide quality instruction which addresses employers' specifications and needs.

0.0% Needs to be augmented or modified to address needs of the program identified by the advisory committee.

37.5% Needs to be increased if the program is to be properly maintained in accordance with the needs of industry.

12.5% Has not recently been considered by the committee.

5. Follow-up data about the number of students who complete the program and are employed in a field related to training OR who pursue additional education:

12.5% Are not available.

37.5% Have been provided by college staff.

25.0% Have been reviewed and discussed by the committee.

25.0% Are inadequate to warrant recommendations.

50.0% Appear to justify continuing the program, in the opinion of the advisory committee.

62.5% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

0.0% Suggest the need for program modification, in the opinion of the advisory committee.

6. Follow-up data about the number of students who leave without completing the program and are employed in a field related to training OR who pursue additional education:

25.0% Are not available.

25.0% Have been provided by college staff.

12.5% Have been reviewed and discussed by the committee.

12.5% Are inadequate to warrant recommendations.

37.5% Appear to justify continuing the program, in the opinion of the advisory committee.

25.0% Seem reasonable, in the opinion of the advisory committee, since student personal goals were met.

0.0% Suggest the need for program modification, in the opinion of the advisory committee.

7. Considering the geographic area this program is designed to serve, in the opinion of the advisory committee employment demand for persons trained in this program is:

37.5% Greater than the supply available for employment.

25.0% Approximately the same as the supply available for employment.

25.0% Less than the supply available for employment.

25.0% Supported by a local labor market survey.

0.0% Unknown.

8. The advisory committee is generally satisfied that the students who complete the requirements of the program are able to perform successfully the competencies required by employers.

87.5% Yes.

0.0% No.

12.5% Don't know.

9. This program:

62.5% Does not duplicate a comparable employment program in the geographic area this program is designed to serve.

25.0% Duplicates a comparable employment training program in the geographic area this program is designed to serve. However, there is justification for this program as it serves persons who would not otherwise be served.

0.0% May unnecessarily duplicate a comparable employment training program in the geographic area this program is designed to serve.

10. In the opinion of the advisory committee, all of the instructors in this program:

75.0% Have occupational competency to teach the subject.

62.5% Have appropriate employment experience related to the program.

62.5% Possess recent employment experience related to the program.

50.0% Have had recent inservice training opportunities sufficient to meet their needs.

12.5% Have not recently been considered by the advisory committee.

Appendix M
Sample of Program Advisory Committee Evaluation Form
All Comments Reported by 5-Digit Program

CALIFORNIA COMMUNITY COLLEGES OCCUPATIONAL EDUCATION
PROGRAM EVALUATION SYSTEM

Comments from Form 3: Program Advisory Committee Evaluation Form

All Comments Reported

6/12/85

TOP Program 0953.1

Item 1: Program goals (purposes, objectives)
0953.1 01 CAD PORTION STILL UNDER DEVELOPMENT

Item 2: Curriculum for the program
0953.1 02 MORE COMPUTER DRAFTING TRAINING

Item 5: Follow-up of number of completers employed in related field
0953.1 05 BETTER FOLLOW-UP DATA IS REQUIRED

Item 9: Duplication of comparable employment program
0953.1 09 OUR PROGRAM IS MORE EXTENSIVE THAN ANY OF THE OTHERS

BEST COPY AVAILABLE

Appendix N

Tables

Table N-1

Frequency Distribution of 5-Digit Program Ns By
Discipline for Instructor and Advisory Committee Form Data
Received as of June 30, 1985

Discipline	Instructor Form Data N										Advisory Committee Form Data N							
	1	2	3	4	5	6	7	8	10	13	1	2	3	4	5	6	7	12
	Number of 5-Digit Programs with N Shown Above																	
Ag & Nat Res	5	6	0	1	0	1	0	0	0	0	11	2	0	1	1	0	0	0
Arch & Env Design	1	2	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0
Business & Mgmt	4	1	1	2	1	1	0	2	2	0	10	2	2	0	0	3	1	0
Communications	3	1	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Computer & IS	2	1	0	0	1	0	0	1	0	0	1	1	1	1	0	0	0	0
Education	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Engineering & Rel	23	10	3	1	1	1	3	0	0	0	22	7	3	1	0	2	0	0
Fine & App Arts	3	0	1	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0
Health	14	3	3	1	2	1	1	0	0	0	15	0	3	3	2	0	0	0
Consumer Ed & HE	3	2	1	2	0	0	0	0	0	0	5	1	1	1	0	0	0	0
Law	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pub Affairs, Svc	7	3	0	1	0	1	0	0	0	1	7	2	1	0	0	1	0	1
Commercial Svc	5	0	0	1	0	0	0	0	0	0	5	0	0	1	0	0	0	0
Sum	71	30	9	9	5	5	4	3	2	1	82	18	11	8	3	6	1	1

Note. Based on data from 58 colleges. The table shows, for example, that for Ag & Nat Res Instructor Form data the N was 1 for 5 5-digit programs, 2 for 6 programs, 4 for 1 program, and 6 for 1 program.

Table N-2

Discipline and Program Ns for Data Processed as of June 30, 1985

Discipline	No. of Colleges Reporting Administration Form Data	No. of 5-Digit Programs Reported for the Discipline	
		Instructor Form Data	Advisory Committee Form Data
Ag & Nat Res	9	27	24
Arch & Env Design	5	5	4
Business & Mgmt	11	56	34
Communication	4	5	2
Computer & IS	12	16	8
Education	1	1	2
Engineering & Rel	9	77	53
Fine & App Arts	5	7	5
Health	12	57	47
Consumer Ed & HE	7	16	12
Pub Affairs, Svc	12	34	31
Commercial Svc	5	9	8
Sum	92	310	230

Note. Based on results from 54 colleges.

Table N-3

Number of Item Records in the Computer Files
As of June 30, 1985

TOP Discipline	Number of Item Records[a]		
	Administrator[b]	Instructor[c]	Advisory Committee[c]
Agriculture and Natural Resources	10	51	24
Architecture and Environmental Design	5	7	4
Business and Management	14	66	34
Communications	5	6	2
Computer and Information Science	12	29	8
Education	2	2	2
Engineering and Related Technologies	24	98	53
Fine and Applied Arts	6	8	5
Health	23	99	47
Consumer Education and Home Economics	8	21	12
Public Affairs and Services	28	52	31
Commercial Services	6	10	8
Sum	143	449	230

[a]Not all data received had been added to the files by June 30, 1985.

[b]Data by 2-digit TOP Discipline.

[c]Data by 5-digit TOP program.

Note. Based on data received from 54 colleges.

Table N-4

Number of Comments Records in the Computer Files
As of June 30, 1985

TOP Discipline	Number of Comments Records		
	Administrator	Instructor	Advisory Committee
Agriculture and Natural Resources	79	372	40
Architecture and Environmental Design	20	46	4
Business and Management	68	279	70
Communications	29	27	0
Computer and Information Science	79	196	12
Education	5	8	0
Engineering and Related Technologies	117	380	63
Fine and Applied Arts	20	33	7
Health	104	573	61
Consumer Education and Home Economics	32	102	20
Public Affairs and Services	123	247	46
Commercial Services	21	31	2
Sum	697	2,294	325

Note. Based on data received from 54 colleges. Not all data received had been added to the files by June 30, 1985.

CALIFORNIA COMMUNITY COLLEGES
OCCUPATIONAL EDUCATION PROGRAM EVALUATION SYSTEM

Guidelines for Statewide Occupational Education Advisory Committees

This document contains guidelines for the 13 statewide advisory committees in considering and making recommendations based upon 1983-84 evaluation system data. The guidelines have been prepared in consultation with the Statewide Advisory Committee for Evaluation and Research. Six major tasks for the committees are discussed. They are: determine data to be summarized for committee use, make initial review of evaluation materials, submit progress report, meet with state staff, review additional evaluation materials, and submit final report for 1983-84. A timeline for these tasks is also presented. It is to be expected that these guidelines will be revised as development of the Occupational Education Program Evaluation System continues.

Task 1: Determine Data to be Summarized for Committee Use

Community colleges have been asked to have the following evaluation forms completed by college staff: (a) one or more Administrator Evaluation Forms for each 2-digit TOP discipline (e.g., Agriculture and Natural Resources, Business and Management) whose programs are to be evaluated by their college group for 1983-84; (b) one or more Instructor Evaluation Forms for each 5- or 6-digit occupational program offered in the 2-digit TOP discipline(s) scheduled for their college for 1983-84; and (c) an Advisory Committee Evaluation form for each 5- or 6-digit occupational program in the scheduled TOP discipline(s).

The committee as a whole or its chairperson and/or coordinator should decide which specific data the committee will look at, at which level, and in which priority order. More specifically:

1. A subject matter committee should decide:
   a. For which 2-digit TOP disciplines it will consider Administrator Evaluation Form data and for which occupational programs it will consider Instructor and Advisory Committee Evaluation Form data. The estimated distribution of 5-digit TOP programs by statewide subject matter committee assignment is shown in Appendix A. It may be noted from the appendix that some TOP disciplines (e.g., Business and Management) have programs that pertain to more than one subject matter. As a result, Administrator Evaluation Form data for those disciplines will need to be considered by more than one committee, and decisions will need to be made about the specific

programs for which Instructor and Advisory Committee data will be considered. Any problems involving which specific programs should be considered by the committee should be resolved by contacting the appropriate college specialist in the Chancellor's Office.

b. The level at which Instructor and Advisory Committee program data will be considered. Possibilities are the 2-digit (discipline) level, the 4-digit (subdiscipline) level, or the 5-digit (program) level. Other possibilities include specific combinations or clusters of programs at some level.

c. The priority order in which the specified disciplines, subdisciplines, and programs will be considered by the committee. It will be impossible for the Chancellor's Office to process all data before the committee progress report is due. Hence, data will be provided to the committee in the order of the priorities. Data not reviewed before the progress report is due will be reviewed before the final report for 1983-84 is prepared. The committee may wish to review data on several specific programs first, and then later review data for the rest of the programs. As another possible option, the committee may wish to review Administrator Form (2-digit) data first, followed by Advisory Committee Form subdiscipline or program data, and then Instructor Form subdiscipline or program data.

2. A service committee should decide:

a. The specific items on the Administrator, Instructor, and Advisory Committee Evaluation Forms it wishes data summarized for.

b. The 2-digit TOP disciplines for which it wishes to consider the selected items, if not for all.

c. The level (2-, 4-, or 5-digit) at which it wishes the items of the Instructor and Advisory Committee Forms summarized. They can also be summarized over all disciplines.

d. Whether the selected items on the Administrator Evaluation Form should be summarized by discipline, over all disciplines, or both.

e. The priority order in which the data will be considered by the committee.

If specific information, such as enrollment data, needs to be reviewed by the committee before the decisions called for above are made, the appropriate college specialist assigned to the committee should be asked for what is needed. In addition, the evaluation materials to be available to the committee, as shown in Appendix B, should be reviewed in detail.

Task 2: Make Initial Review of Evaluation Materials

The Chancellor's Office will provide evaluation materials to the committee in the order specified by the priorities determined by the committee as part of Task 1. The materials to be provided are summarized in Appendix B. The format in which Administrator, Instructor, and Advisory Committee Form data will be presented is given in Appendices C, D, and E.

1. In preparation for reviewing the evaluation materials, the committee should review the appropriate statewide policies identified by the Board of Governors.

2. Strengths and needs for improvement should be identified from the Administrator and Instructor Forms data in terms of the criteria for quality programs (items) given on the forms. Strengths are those criteria with the highest percentages of "Excellent" and "Good" ratings combined. The greatest strength is identified by the highest combined percentages, the next greatest strength by the next highest combined percentages, etc. Needs for improvement are those criteria with the highest percentages of "Very Poor" and "Poor" ratings combined. The greatest need for improvement is identified by the highest combined percentages, the second greatest need for improvement by the next highest combined percentages, etc.

3. Strengths and needs for improvement should be identified from the Advisory Committee Form data in terms of the items on the form. Committee judgment should be used to identify specific strengths and needs for improvement based upon review of the percentages for the statements associated with each item on the Advisory Committee Form.

4. The lists of chief strengths and major needed improvements reported by respondents on the Administrator and Instructor Forms should be reviewed, as should the list of the college administrator comments made on the Advisory Committee Forms. Themes identified from these lists may or may not be consistent with the quantitative data. However, they may

help to qualify or explain some of the quantitative results. The themes may also identify strengths or needs for improvement not specifically related to the criteria used on the Administrator and Instructor Forms or to the items on the Advisory Committee Form.

5. The lists of comments made to each of the items on the forms should be reviewed. Themes identified from these lists can be used to clarify the quantitative data or provide reasons why ratings may have been omitted. They can also be used to identify problems with the items themselves, such as ambiguous or poorly worded items. A large number of negative comments for an item would indicate that little faith should be placed in the data for the item.

Task 3: Submit Progress Report

The committee should prepare and submit a progress report based upon the initial review of evaluation materials made as Task 2. The committee should report the findings, and not solely its opinion.

1. An outline of the committee report is given in Appendix F. Identified strengths and needs for improvement (Sections 3 and 4) should be data based and should appropriately reference specific criteria on the Administrator and Instructor Forms or specific items on the Advisory Committee Form. (See, for example, pages 22 to 37 of the 1982 COPES Status Report Summary.) Themes identified from the lists of comments that pertain to criteria or items on the forms should be noted as part of the discussion of these criteria or items in Section 3 (strengths) or Section 4 (needs for improvement). Themes from the lists of comments that do not directly pertain to criteria or items on the forms may also be included if their source is clearly specified. Recommendations for improvement (Section 5) should reference needs for improvement identified from the evaluation materials.

2. The committee will need to decide the number of strengths and needs for improvement to report. In the 1982 COPES Status Report Summary subject matter committees had five to nine strengths and five to eight needs for improvement. Service committees had three to five strengths and four to five needs for improvement. However, in the 1982 COPES report data were not being considered at the subdiscipline (4-digit) or the program (5-digit) levels.

3. The committee should assign a rank order to all of the strengths reported in Section 3 (not by subsection) with rank 1 indicating the greatest strength, rank 2 the next greatest strength, etc. Similarly, a rank order should be assigned to all of the needs for improvement reported in Section 4, with rank 1 indicating the greatest need. These ranks should be shown in parentheses following the listing of the strength or need for improvement.

4. If the committee disagrees with the data for a criterion or item, the data should still be reported in Section 3 or 4 if appropriate, along with a discussion of why the committee disagrees.

5. It should be noted that the report will typically contain a "mixture" of results by discipline (2-digit) and subdiscipline (4-digit) or program (5-digit). If the report is to address subdisciplines or programs in more than one discipline, a variation of the outline may be appropriate. If the committee wishes to modify the outline for this reason, the committee coordinator should seek the approval of Bill Morris in the Chancellor's Office before the report is drafted.

Task 4: Meet With State Staff

The committee chairperson and/or coordinator will meet with the chairpersons and/or coordinators from the other statewide committees and with state staff to form a Data Synthesis Panel. The panel will meet for two days to synthesize committee reports, identify overall strengths and needs for improvement, and develop overall funding priorities. The committee report should generally follow the outline of the committee reports as given in Appendix F. Strengths and needs for improvement should reference evaluation materials when appropriate.

Task 5: Review Additional Evaluation Materials

After the progress report is completed the committee should review additional evaluation materials as they are received from the Chancellor's Office in the priority order determined by the committee in Task 1. The procedures to be followed are the same as those given above for Task 2.

Task 6: Submit Final Report for 1983-84

After additional evaluation materials are reviewed the committee should prepare its final report for 1983-84. This will involve updating the progress report as appropriate. The committee report outline given in Appendix F should again be followed.

Timeline

The timeline for the 1983-84 evaluation cycle is given below.

	Date
Task 1: Determine data to be summarized for committee use	
Preliminary indication	11/30/84
Final decisions for 1983-84	12/31/84
1983-84 evaluations due in college accountability files	1/31/85
Deadline for colleges to submit 1983-84 evaluation materials to the Chancellor's Office	2/4/85
Task 2: Make initial review of evaluation materials	February to early March
Task 3: Submit progress report	Early to mid March
Task 4: Meet with state staff	Mid March
Task 5: Review additional evaluation materials	March to September
Task 6: Submit final report for 1983-84	9/30/85

Appendix A

Estimated Distribution of 5-Digit TOP Programs by Statewide Subject Matter Committee Assignment

TOP Discipline	Estimated Number of Programs by Committee								Sum
	Agri.	Office Occs.	Distrib. Educ.	Trade & Ind.	Home Ec.	Health Occs.	Tech. Ed.	Public Safety	
01: Ag & Natural Res.	20								20
02: Arch & Env. Design					3		4		7
05: Business & Mgmt.		13	17						30
06: Communications							6		6
07: Computer & IS							7		7
09: Engineering & Related Tech.				50			30		80
10: Fine & Appl. Arts				9					9
12: Health						42			42
13: Consumer Ed. & HE					23				23
21: Pub. Affairs & Svcs.				6	20	4		8	38
30: Commercial Services			4	7	5				16
Sum	20	13	21	72	51	46	47	8	278

Appendix B: Evaluation Materials to be Available to the Committee

It is not realistic for a committee to review individual Administrator, Instructor, and Advisory Committee Evaluation Forms. For each 2-digit TOP discipline considered by a committee, if: two people at a college fill out the Administrator Form (Form 1); there are, systemwide, as few as 15 5-digit TOP programs for a discipline; three people fill out the Instructor Form (Form 2); there is a Program Advisory Committee Form (Form 3) for each 5-digit program; and each college in a college group offered all 15 programs; then the following number of individual forms would be available:

Form 1: 1 discipline x 2 respondents x 26 colleges = 52
Form 2: 15 programs x 3 respondents x 26 colleges = 1,170
Form 3: 15 programs x 1 respondent x 26 colleges = 390
Total: 1,612 individual documents per discipline.

Information received from the colleges will, therefore, be summarized by the Chancellor's Office for committee use. The following materials will be available:

1. For subject matter committees:
   a. For each 2-digit TOP discipline: a summary of all the responses to each item of the Administrator Form in the format shown in Appendix C; a list of all the comments made to each item on the Administrator Form; a list of all the chief strengths that were reported on the Administrator Forms; and a list of all the needed major improvements that were reported on the Administrator Forms.
   b. For each subdiscipline (4-digit) or program (5-digit) considered by the committee: a summary of all the responses to each item of the Instructor Form in the format shown in Appendix D; a list of all the comments made to each item on the Instructor Form; a list of all of the chief strengths that were reported on the Instructor Forms; a list of all the major needed improvements that were reported on the Instructor Forms; a summary of the responses to each item on the Advisory Committee Form in the format shown in Appendix E; a list of all comments made to each item on the Advisory Committee Form; and a list of all the college administrator comments made on the Advisory Committee Form.
2. For service committees:
   a. For all disciplines combined and/or for each 2-digit TOP discipline

and each subdiscipline (4-digit) or program (5-digit) to be considered: a summary of responses to each item to be reviewed in the format given in Appendices C, D, and E; a list of all comments made for each of those items; a list of any chief strengths reported on the appropriate forms that pertain to the area of committee concern; and a list of any needed major improvements reported on the appropriate forms that pertain to the area of committee concern.

3. For all committees: an inventory of special projects; summaries and evaluations of appropriate special projects; appropriate longitudinal studies results, if desired; and appropriate VEDS data, if desired.

Appendix C: Format in Which Administrator Evaluation Form Data will be Presented

FORM 1
Revised
9/7/84

The ratings should reflect your perception of how well the college is meeting each criterion.	Very Poor	Poor	Borderline	Good	Excellent	Don't Know
CRITERIA FOR QUALITY PROGRAMS	1	2	3	4	5	
1 USE OF OCCUPATIONAL EDUCATION GOALS Excellent: Occupational education goals, clearly stated in writing, are consistently used as a basis for planning specific objectives for occupational programs in this TOP discipline. Very Poor: Occupational goals are rarely considered in planning objectives for occupational programs in this TOP discipline.	5.1%	7.5%		20.5%	6.4%	
	12.6%		60.5%	26.9%		0%
2 USE OF STUDENT FOLLOW-UP INFORMATION Excellent: Current follow-up data on completers and leavers with marketable skills are consistently and systematically used in the evaluation of occupational programs in this TOP discipline. Very Poor: Student follow-up information has not been collected and used in the evaluation of programs in this TOP discipline.	30.0%	31.5%		10.5%	3.0%	5.0%
	61.5%		20.0%	13.5%		
3 COORDINATION WITH OTHER COMMUNITY PROGRAMS AND AGENCIES Excellent: Effective liaison is maintained with other community programs and agencies (such as high schools, other community colleges, regional occupational programs and centers) to assure a coordinated approach and avoid duplication in meeting occupational needs in the geographic area programs this TOP discipline are designed to serve. Very Poor: College activities reflect a disinterest in coordination with other community programs and agencies having impact on occupational programs in this TOP discipline.	0%	10.5%		25.0%	35.0%	
	10.5%		26.5%	60.0%		3.0%

Appendix D: Format in Which Instructor Evaluator Form Data Will be Presented

FORM 2
Revised
9/7/84

The ratings should reflect your perception of how well the college or program is meeting each criterion. CRITERIA FOR QUALITY PROGRAMS	Very Poor 1	Poor 2	Borderline 3	Good 4	Excellent 5	Don't Know
1 USE OF MEASURABLE PROGRAM OBJECTIVES Excellent: Evaluation of this occupational program is based on written objectives stated in measurable terms (such as planned enrollments, completions, placements, etc.). Very Poor: No written objectives stated in measurable terms exist for this occupational program.	4.0%	4.5% 8.5%	50.0%	16.5%	25.0% 41.5%	0%
2 USE OF MEASURABLE LEARNER PERFORMANCE OBJECTIVES Excellent: Learner performance objectives are stated in writing and in measurable terms, and are used to evaluate student progress in almost all courses in this occupational program. These learner objectives are based on employment standards. Very Poor: No course in this occupational program has written learner performance objectives stated in measurable terms.	35.0%	30.5% 65.5%	25.0%	9.5%	0% 9.5%	0%
3 USE OF INFORMATION ON LABOR MARKET AND COMMUNITY TRAINING NEEDS Excellent: Current data on labor market needs, community training needs, and emerging trends in job openings are systematically used in the development and evaluation of this occupational program. Very Poor: Labor market and community training needs data are not collected and used in the development or evaluation of this occupational program.	2.6%	7.9% 10.5%	35.5%	41.2%	7.8% 49.0%	5.0%

BEST COPY AVAILABLE.

Appendix E: Format in Which Advisory Committee Evaluation Form Data Will be Presented

FORM 3
Revised
9/7/84

CHECK ALL APPROPRIATE STATEMENTS FOR EACH ITEM

(N=128) 1. The goals (or purposes or objectives) of this occupational program:

- [60.1%] a. Are for entry level employment, as specified by employers.
- [12.5%] b. Are for employment at higher than entry level, as specified by employers.
- [45.4%] c. Provide for skill development matching industry job specifications.
- [85.0%] d. Are adequate to provide a quality program.
- [15.8%] e. May be improved by implementing modifications which have been identified by the advisory committee.
- [8.5%] f. Have not recently been reviewed by the advisory committee.

Comments

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_____

(N=124) 2. The curriculum for this program:

- [88.5%] a. Contains written course outlines which are adequate to provide quality instruction.
- [50.5%] b. Provides for training to meet current job specifications.
- [65.0%] c. Appears to be designed so that students learn or acquire knowledge, skills, and abilities efficiently.
- [28.2%] d. May be improved by implementing modifications identify by the advisory committee.
- [14.6%] e. Must be changed if the program is to meet minimum standards for employment specified by employers.
- [10.5%] f. Has not recently been reviewed by the advisory committee.

Comments

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Appendix F: Tentative Outline of Statewide Committee Reports to Chancellor's Office

1. List of committee members, including expertise of each.
2. Introduction, including a brief summary of committee activities.
3. Strengths of the programs/service.
   a. Identified by administrators (from Administrator Evaluation Form)
   b. Identified by instructors (from Instructor Evaluation Form)
   c. Identified by advisory committees (from Advisory Committee Evaluation Form)
   d. Identified by the committee from other data (if any)
4. Needs for improvement of the programs/service.
   a. Identified by administrators (from Administrator Evaluation Form)
   b. Identified by instructors (from Instructor Evaluation Form)
   c. Identified by advisory committees (from Advisory Committee Evaluation Form)
   d. Identified by the committee from other data (if any)
5. Recommendations to improve the programs/service, including priorities for improvement and for funding.
6. Recommendations for implementing appropriate statewide policy adopted by the Board of Governors.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
OCT 4 1985